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ABSTRACT

The purpose of this project was to work with the professional staff, students, and the community of Belmont Junior High School in developing, implementing, and evaluating a new system of student evaluation and reporting progress to parents. The need for such a system was demonstrated, a philosophy was agreed upon, a report format was developed and periodically evaluated, and subsequent investigation and evaluation revealed positive growth on the part of the professional staff and the students. Positive reactions by fellow administrators, outside evaluators, and the teaching staff suggest that this system, its philosophy, report format, and positive effects on staff and students may be useful in other secondary schools. (Author)

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ACCOUNTABILITY IN STUDENT EVALUATION

BY MARAN DOGGETT

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ACCOUNTABILITY IN STUDENT EVALUATION

By Maran Doggett

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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Denver Cluster
Harold Stetzler, Coordinator

Maxi I Practicum
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ABSTRACT

The purpose of this project was to work with the professional staff, students, and the community of Belmont Junior High School in developing, implementing, and evaluating a new system of student evaluation and reporting progress to parents. The need for such a system was demonstrated, a philosophy was agreed upon, a report format was developed and periodically evaluated, and subsequent investigation and evaluation revealed positive growth on the part of the professional staff and the students. Positive reactions by fellow administrators, outside evaluators, and the teaching staff suggest that this system, its philosophy, report format, and positive effects on staff and students may be useful in other secondary schools.

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INTRODUCTION

American education has undergone some healthy changes since the early 1900's. From the hickory stick to behavior modification, Latin to Sky Diving I, and from eldery, erudite spinsters to cool, youthful swingers, things have changed. Significant changes have also greeted the institution of curriculum, theories of teaching and learning, and the very nature of the process of educating. Split sessions, humanizing the classroom, career education, alternative programming, individualized instruction, and open living schools are all connected with the contemporary scene. But a more recent development in the U.S. is that of state legislatures and local school boards holding school systems more accountable for educating our youth. In the last five to ten years more than 40 states have passed accountability laws in an effort to improve the quality of education.

American educators, from classroom teachers to superintendents, have found themselves in the age of accountability. The business-management community is having a major impact on public education: management by objectives and time efficiency practices are now being used by school administrators to enhance instruction and improve plant management. A major

emphasis is being placed on teaching basic skills such as reading, mathematics, and composition. And parents, school boards, and administrators are holding classroom teachers more accountable for the teaching of these important skills.

In spite of all the trends, changes, and the accountibility movement, little is being done about the process of evaluating pupil progress. The tradition of the ABC grading system continues as strong as ever. The process of evaluation should be an integral part of instruction if instruction is to improve.

This report suggests a different manner of assessing student achievement and reporting progress to them and their parents. This system of pupil evaluation causes teachers, students, parents, and school administrators to be more accountable in evaluating students.

A principal of a junior high school and his staff challenge the ABC tradition in this report with a different concept in pupil evaluation and reporting progress. Each stage, from planning, through implementation, evaluation, and revision is detailed to give the reader an in-depth picture of changing a deep-seated tradition.

The appendixes are full of actual documents which illustrate how the change was effected and how the system works. Considerable space is also devoted to an evaluation of the project by parents, students, the professional staff, and outside evaluators.

It is the hope of this writer, a junior high principal, that other school administrators will use this project as a model for improving student evaluation programs and as a source of renewed courage to make long over due changes which will improve instructional programs.

THE ABC TRADITION: A NEED FOR CHANGE

Tradition has been a major factor in determining the manner in which students have been evaluated over the centuries. Before the 1920's, and the rise of the testing specialists, it was a simple matter for teachers to grade pupils on their progress in subjects using units from 1 to 100 for measurement. While some school systems reported student progress in numerical percentages, others, at the turn of the nineteenth century, were using A, B, C, D, F. In either case, student promotion was determined by a percentage of correct responses or points earned. By the late 1920's most secondary public schools were using the ABC system as a normal distribution curve and, accordingly, a certain percent of students in any given class received A, B, C, D, and F. Research on intelligence testing and normal distribution by Benet, Thorndike, and others may have encouraged the expansion and acceptance of the ABC grading system and helped it become an educational tradition. In fairness to these testing forefathers, it must be pointed out that normal distribution theory was abused in its application to the ABC grading system. It is exceptional to find a normal distribution of

intelligence in small groups of 25 to 40-- the size of most classes throughout the United States. The abuse is that many teachers apply the grading curve to their classes as though there was a normal distribution of intelligence among their students.

Colleges and universities have used the ABC system in screening applicants for the last 50 years; public and private schools have used it longer. Parents, teachers, and school administrators have experienced the system generation after generation. There is little question that the ABC system is very much a part of the American educational way of life.

Basic Weaknesses of the ABC System

Traditionally, students have earned an A, B, C, D, or F which in theory represented a competency level in an area of study such as math, language arts, or science. More often, however, the letter grade actually represented something else: the student's ability to compete with other students in grasping subject matter, his intellectual potential, or his skill-efficiency level. One of the consequences of the ABC is that the academically or physically gifted receive less challenge while the teacher devotes time to the slower learners; the reverse is also true. Either way, the students are in direct grade

competition with one another, and the higher letter grades encourage the brighter students as the "winners," while the lower grades often discourage the others as the "losers." The real needs of too many learners are usually compromised.

Evaluation and instruction should have at least one highly substantive thing in common: the process of doing each is more important than its content because how one evaluates and instructs usually determines the effectiveness of teaching and learning. Students learn much from experiencing an evaluation process which maximizes good communication, a continuing dialogue, clear expectations, and a sincere concern of the teacher for student improvement. Traditionally, the ABC grade issued the student on a test or grade report was the termination notice: the course or unit of study is over so learning is supposed to stop. Evaluation of student performance should be on-going, encouraging the student and teacher to gain a sharper sense of direction for assessing needs, planning, and implementing learn- activities. The ABC system has promoted the concept that evaluation is outside the educative process; it should be an integral part of it.

There are many disadvantages to the ABC system, and Richard Kindsvatter's arguments against this tradition of grading are worth noting:

1. Marks are variable, subjective, contaminated even capricious.
2. Marks create a condition of unfair competition.
3. Marks reflect an aristocratic rather than democratic attitude.
4. Marks preoccupy students and their parents.
5. Marking practices deny the psychological principle of individual differences.
6. Marking practices tend to influence teaching in the direction of memorization and regurgitation at the expense of concept formation and creativity.
7. Marking practices encourage student dependance.
8. Marks frequently have an emotional impact that is at variance with good mental health practices.[1]

The ABC system does not enhance success experiences among many students; instead it generally deters them. Glasser castigates the ABC tradition as,"Probably

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[1] Richard Kindsvatter, "Guidelines For Better Grading," Clearing House, February, 1969, p. 352.

the school practice that most produces failure in students is grading. If there is one sacred part of education, revered throughout the entire U. S. as utilitarian and necessary, it is A, B, C, D, F grading."[2] When the junior high student learns that his or her best is not only not good enough but too often unacceptable, he may develop a very low impression of himself. He may see himself as others often view him--a failure. The problem becomes acute when the student accepts his deficiencies, a priori, and exerts little effort to improve. After all, if at first you don't succeed, then try, try again, try one more time, and then quit! In a recent article, Alton Cowan, superintendent of Jefferson County Schools, a large suburban system of Denver, asserts his feeling about the impact of grades on slow learners:

> Our traditional marking system is a system that, if we intentionally set out to do so, could scarcely do more than defeat the slow learner, make idlers of the bright and create overwhelming apathy among the great numbers of our average learners.[3]

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[2] William Glasser, Schools Without Failure, New York: Harper and Row, Publishers, 1969, p. 59.

[3] Alton L. Cowan, "What Do Marks Mean?," Lakewood Sentinel, January 20, 1972.

Psychologists, Carl Rogers, Earl Kellery, Abraham Maslow, and Arthur Combs all agree that "Human nature is basically good, and that an individual human being has an innately given nobel potential which in the most desirable case, he will strive to realize."[4] The ABC system is an obstacle to helping students move toward self-actualization, which is especially important in the total educational development of junior high students.

There is a healthy trend toward humanizing and individualizing instruction, but we have neglected to renovate an ineffective and, according to Arthur Lean, a dangerous system of grading:

> In spite of the staggering amount of incontrovertible evidence that grading not only does not accomplish its purpose but in reality inhibits and injures the educative process, we obstinately continue with this perverted practice.[5]

If education is to be humanized and instruction individualized, the techniques, manner, and format of evaluation must be painted with warmer shades of care, expertize, and determined effort on the part of the teacher and principal to help students succeed.

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[4]James B. Van Hoven, "Reporting Pupil Progress: A Broad Rationale For New Practices," PHI Delta Kappan, February, 1972, p. 365.

[5]Arthur E. Lean, "The Farce Called Grading," School Resources Information Service, August, 1971, p. 17.

Teachers and school administrators often verbalize the importance of individual differences and the need for improved methods of evaluation. Yet they continue unintentionally to discourage a student who does his best because his best is not good enough to meet the standard set for all under the ABC. The process of student evaluation should make allowances for individual differences and encourage students to try their best. One is far more educable when one is trying than when not.

In Crisis In The Classroom, Charles Silberman claims that secondary teachers too often fail to promptly return exams so that students can discover what they failed to understand or learn. The students must live with their own performance after they leave school, so teachers should inform students when they are not meeting performance standards. When it becomes clear to the students that the purpose of testing is not evaluation but rating them ABC, the result is often to destroy interest in learning. "What is worth learning, the students quickly realize is what will be asked on the exam."[6] There is more to learning and evaluation than textbooks

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[6]Charles E. Silberman, Crisis In The Classroom, New York: Random House, 1970, pp. 247-248.

and examinations. Too many students think that the mid-term or final exam is the only process of evaluation. They think this because they experience it so often.[7]

The ABC method is primarily concerned with reporting cognitive growth and usually says little to parents and students about the pupil's affective growth and development. The reality is that teachers and principals deal with the feelings and attitudes of their students each day whether they want to or not. A student's attitude toward learning is extremely important and may well determine the quality of the learning experience. Parents need to know more about their children's attitudinal development, and the ABC system does not suffice. A system of student evaluation is needed that gives teachers the opportunity to re-enforce positive attitudes in students as well as promote skill and concept learning, and then make the information available to parents. The ABC system often provides positive re-enforcement, but to students who do not need it as much as those who fail to receive it due to low grades. "The teacher can often make the change from punishment to positive re-enforce-

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[7] Ibid., p. 348.

ment in a surprisingly simple way-- by responding to the student's success rather than his failures."[8] The process of evaluating students and reporting progress to them and their parents should be more responsive to positive qualities than ABC grades.

Student evaluation systems and procedures should enhance good communication between the teacher and student and clearly reveal the student's strengths and needs. "Far from clarifying data, grades tend to confuse. Grades hamper both teacher and student-oriented feedback. They generalize student behavior to the point of meaninglessness."[9]

ACCOUNTABILITY IN STUDENT EVALUATION

The primary objective of a student evaluation system should be to assess a student's progress in light of his individual strengths and weaknesses. The reporting system should provide enough information in order for the student and his parents to assess progress. Before the teacher, student, or parent can draw any valid conclusion about a pupil's progress, they must first be aware of the important goals which the teacher and student are trying to accomplish in a particular course. More information about what is

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[8] B. F. Skinner, "The Free and Happy Student," Phi Delta Kappan, September, 1973, p. 15.

[9] Philip K. Gerau, "Data Processing In A Continuous Progress Program," Educational Technology, 8, No. 9, May, 1968, 5.

actually being taught is also needed by parents as they assess their child's progress in math, science, and other areas of study. With specific units and learning goals of each course well defined, the teacher is in a better position to communicate with parents and students. Under this approach parents and students can hold teachers more accountable for what is being taught. On the other hand parents and teachers can make students more accountable for what is being learned. The ABC system does not provide the parents and students with much except the title of the subject taught, a letter grade, and, in some cases, a conduct rating.

It is virtually impossible for there to be accountability with the ABC grades because the same mark means different things to different teachers. The grade issued by the teacher reflects his own personal standards: an A for one teacher might be a C for another. In the students' minds one of the most important elements of a grading system is fairness, which places a major responsibility on the grader. There are many instances of students submitting the identical paper to different teachers and receiving substantially different grades; where students turned

in the same paper to the same teacher at a later time and received a good grade the first time and a bad one the second time. Even though most teachers try to be fair in their evaluation of students with the ABC, they may be attempting the impossible.

Susanne Martinez, attorney for the plaintiff in the Peter Doe case, which is pending before the California Supreme Court, maintains her client made average grades up through senior high. After graduation it was discovered he could not hold a job because he could not read. His ABC grades never told his parents that he could not read well enough to hold an unskilled job. "The traditional ABC grades communicated messages that the child was doing all right. This was a misrepresentation of the facts, and the school must be held accountable."[10]

The purpose of this project was to work with staff, students, parents, and fellow administrators in developing, implementing, and evaluating a new system of student evaluation and reporting which would better meet the needs of parents, teachers, and, foremost, the students.

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[10]Susanne Martinez, "The Peter Doe Case", Remarks: Summer Institute, Nova University, Hollywood, Florida, August 5, 1974.

PLANNING AND DEVELOPING A NEW STUDENT EVALUATION SYSTEM

Assessing the Need

For two years many teachers at our school had expressed anxiety and mixed emotions about the ABC grading system. While they were uncertain about what they really wanted, they felt sure that the ABC was not the answer. These teachers were in the minority, but after several discussions in staff meetings, other teachers began to question the value of ABC for their students. The principal, at this point, tied the staff's criticisms of the traditional system together, including his own, into a paper. This paper discussed some of the shortcomings of ABC and stimulated more dialogue among our staff about grading and its implications. A copy of this paper is included in Appendix A on pages 50-54.

A four-hour staff in-service devoted to a consideration of grading systems produced a generally positive reaction on the part of the staff toward changing the student evaluation system. The staff agreed on seven important objectives, which any good student evaluation system should strive to obtain. These objectives were written by the principal, and they were based on his research and the input of his professional staff. These objectives, or aims,

can be found in Appendix A on page 55.

The staff voted 17 to 0 in favor of proceeding to change from the ABC system to another which would be more consistent with the seven major aims noted above. The principal then outlined the general steps which would have to take place in order to implement a new system in the fall of 1973. They included the following:

1. Approval of Area Superintendent
2. Develop a format for reporting student progress to parents
3. Gain support of parents and students
4. Secure a firm commitment of the staff to work with the principal in developing, implementing,and evaluating the project.
5. Final approval of the project by the Area Superintendent.
6. Secure financial support of the school district.
7. Provide in-service programs for teachers and parents to solve problems and sharpen communication.

Area Superintendent Approval

The organizational structure of our school system makes principals directly accountable to their Area Superintendent, who is directly accountable to the Superintendent of Schools. The Area Superintendent gave his approval on the conditions that my staff sup-

ported the project; our community was behind the change and kept well informed; and he was made aware of the details of the new system and consulted before any final decision was made to implement.

Deciding On A Format

After getting assurance from the staff and our Parent Advisory Council that they supported the seven basic aims, which we hoped to accomplish with a new evaluation system, the principal began examining different systems used by other schools. No variation on the ABC system was found at the secondary level within our own school district. In fact, this writer found all secondary public schools in the Denver metro area using the same ABC grading system. A representative of the Colorado State Department of Education indicated all public secondary schools in Colorado were on the ABC. Some secondary schools provided some options, on a limited bases, such as pass-fail, satisfactory-unsatisfactory, or a rating system which did essentially the same things that ABC does. Educational journals provided a better insight into what other schools were doing with grades throughout the country. Appendix A, pages 56-60,

contains alternatives to the ABC system; these were useful to our staff in developing our own system.

Numerous meetings with teachers, students, and parents produced many important conclusions which helped to determine the format of our reporting system:

1. Parents want to know more about what is actually being taught their child in each subject.
2. Parents want to know what objectives teachers have in mind when teaching units; this would help parents understand why certain things are taught.
3. Teachers could not adequately express their feelings about a child's strengths and needs with ABC letter grades.
4. Teachers felt that the ABC system placed too much pressure on too many students.
5. Teachers contended that too many students were more interested in making high grades than in learning and self-improvement.
6. Students want their teachers to grade them more fairly and not use grades to punish them.
7. The pupils believe teachers should be more open with students on the whole subject of grades.
8. Students want to know more clearly what is expected of them in each subject.
9. The professional staff and parents agreed that specific suggestions from teachers on improving their children's progress at school would be helpful to parents.

10. Teachers need to comment on students' conduct and attitude toward class and peers, and parents want this information.

11. The ABC system is an obstacle to teachers in dealing with individual differences of students.

12. Parents and staff agreed grades do more harm than good to teacher-pupil and parent-child rapport.

13. The staff felt that we would make little progress if we went from one rating system to another form of rating.

After considerable research, conferences with fellow administrators, meetings and discussions with parents, students, and staff, the principal proposed a format for reporting student progress to parents and students. After some revision, it was accepted by the staff and presented to the Parent Advisory Council. It included the titles of specific units within a course, the major course goals, a space for the teacher to write an evaluation, and another space for teachers to make written suggestions to parents and students. The final report form which parents and staff agreed upon is found in Appendix A on page 61.

Parents Willing to Try New System

The Belmont Parent Advisory Council consists of fifteen parents. This group tries to serve the best interests of the community and students as they offer advise and criticism to the principal about improving

the school. The parent committee was given a concise written proposal, a copy of the background paper titled "The ABC Affair," and a sample report. These documents are found in Appendix A, pages 50, 61, and 62.

The reaction of the parent group was positive, and they were pleased that parents would have a voice in the matter of student evaluation. The following statement was included in the proposal which was presented to the parent council:

> This system of evaluation must be unanimously approved by the professional staff. The Belmont Parent Advisory Council, upon recommendation by the principal, will conduct a spring parent-teacher workshop to gain understanding and support of Belmont parents and students. After communicating with the parents and students at large, the Belmont Parent Advisory Council will make the final decision concerning implementation of this proposal.

The council endorsed the new system and teamed with the principal and several staff representatives in sponsoring some informational sessions for other parents. (See Appendix A, page 64.)

Large Majority of Students Ready for New System

Although most of our students had experienced nothing but the ABC at the secondary level,-- and in many instances, at the sixth grade level as well-- most expressed a willingness to try a different approach. Out of an enrollment of 300 students, 240 responded to a student survey on grades. Seventy percent felt a new evaluation system should be tried.

The survey questions and responses are contained in Appendix A on pages 65 and 66.

Some interesting highlights of the survey show:

--41% cheat to make higher grades
--50% would learn more without grades
--30% think their teachers do not grade fairly
--33% try their best, but still receive C or lower
--37% get punished by parents when they get bad marks
--50% receive extra privileges with good grades
--52% felt incapable of making A in academic classes

The results of this survey do not show alarming student dissatisfaction with the ABC system, but one must be reminded that they had been conditioned to the ABC tradition. What makes the student reactions more revealing is that students had been conditioned, over the last two years, to an ABC system with a uniquely different philosophy:

> Grades issued by Belmont teachers represent actual progress made by a student in light of his potential or ability. Every student, therefore, has an equal chance to earn the highest mark of A. If learning is to be individualized, so must the system of evaluation... the amount of progress is reflected in a letter grade issued at the end of each nine week period.

The full context of this statement on evaluation is found in a written communique which was sent to all parents and students.(See Appendix A, page 67.)

This revision of the ABC philosophy was an attempt

humanize the tradition. It should be pointed out, however, that several teachers continued to ignore individual differences of students; the grade was still a weapon for some teachers. The staff and principal felt that this revision made the ABC less painful to teachers and provided more motivation for student. But we agreed that we had not gone far enough and that there were communication problems surrounding the revision.

In light of the revision in philosophy, nevertheless, 52 percent of the students felt incapable of earning the highest mark of A. A student evaluation system or process should encourage students to do their best and to have confidence that their best effort will yeild fair returns. It does not help a junior high student's self-image for him to try his best and receive a low mark time after time. When one student puts forth little effort and receives an A, and his friend gives his best and earns a C or D, both are confused about themselves: the latter student gains a lower self-image and tries less-- after three or four such experiences; the other student inflates his self-concept and continues to offer minimal effort to secure the highest external rewards in the form of letter grades. The unfair competitive nature of the ABC system might have a place at higher

levels of education, but it has questionable value at the junior high level with 12 to 14 year old children, who are in the process of developing self-concepts.

The student evaluation system should encourage positive growth-- cognitive and affective-- regardless of the student's potential or ability. The ABC process does not do this well enough, and the new system under consideration in this report should do more to enhance growth because the student will not be sterotyped with a letter grade. Instead he will receive more praise, constructive criticism, and recommendations for improvement based on his own needs and strengths.

The Staff Commitment Materializes

The support of the community and students had now been demostrated for moving away from the ABC to our proposed system of accountability in student evaluation. It was now up to the principal and his staff to carry through. The major tasks confronting us were specifying units and writing course goals for each subject offered to students. The process of working together, rethinking our personal and course goals, and reviewing what we were teaching and why we were teaching it was very profitable to

the professional growth of our staff; certainly our students benefited too.

Units Designated for Evaluation Reports:

Most units of study in various subject areas were developed by the instructional division of the school system. Each school has the responsibility of implementing the "required" units with considerable leeway for optional units planned by the central division or created by the classroom teacher.

Listed under the title, "Major Topics of Study," were all the study units of the particular course--both required and optional. By reviewing the units, a parent could know what his child would be studying throught out the year. The listing of the study units was an attempt to define the course for parents and students because they have a right to know what they are devoting their time and effort to learning.

Although there are not structured units relating to basic skills in all areas, they were listed because teachers devoted much time to them from week to week. More than 200 major topics were listed for 38 different courses.

It was a valuable experience for the staff to write out the topics of study for all their courses because it forced all to take a careful look at what

exactly was being taught. Teachers also became more familiar with the curriculum in terms of what they were expected to teach; this process of developing and listing topics of study encouraged more accountibility on the teacher's part toward teaching the curriculum which was approved by our board of education.

Course Goals Clarified:

To help parents and students gain a clearer understanding of each course, the teachers and principal formulated a set of goals for each course offering. The question which each teacher and the principal keyed upon in writing goals was: What are we really trying to help students learn in each subject area? This question provoked a good deal of self-examination and reevaluation among our staff; the result was a sharper sense of direction on the part of teachers in working with their students.

With some assistance from subject area coordinators, the staff formulated more than 175 course goals for 31 separate evaluation reports. The goals were a blend of the cognitive, affective, and psycho-motor domains: 100 cognitive, 50 affective, and 26 psycho-motor.

One should examine the study topics and course goals with several critical questions in mind: Does each report tell parents and students considerably more about the subject than the ABC reporting format? Is each report clearly worded? Do the goals have meaning for junior high students? Are parents in a better position to understand what is being taught and why? Will this format encourage more accountability in student evaluation than the ABC system?

The student evaluation reports are contained in Appendix A on pages 68-98.

Final Approval and Financial Support Given

After reviewing the process of staff-community involvement and the final evaluation forms developed by the staff, the Area Superintendent gave his support to the project.

The department of research had been involved with the principal in offering suggestions and sources which were of benefit. It was through this department of our school system that financial support was provided. A total of $355.00 was required to produce 10,000 reports on natural carbons, in triplicate, in 31 separate subject areas.

Plans Made for In-Service Programs

Toward the end of the school year, plans were made for future in-service programs aimed at assist-

ing teachers in implementing the system and improving parents'and students' understanding of the evaluation system. The major focus of teacher training would be in designing systems which would help the teacher assess students' progress on a day to day, week to week bases. We would also concern ourselves with improving our own written communication skills, since we would be writing comprehensive evaluations for parents and students.

It was also decided that a running in-service for parents would be helpful in improving communication between the school and community regarding the new evaluation and reporting system.

In-service programs will be discussed in more detail in the next section of this report.

IMPLEMENTATION OF STUDENT EVALUATION SYSTEM

Preparing Staff for Using the New Process

Since teachers would not be using the ABC at all, even on exams or homework assignments, our staff developed systems for assessing daily student progress. Check lists, individual folders, and criteria reference guide sheets are examples of some of the aids developed by teachers, which took the place of letter grades. Teachers noted students' strengths and needs, communicated them to the students as soon as

possible, and, at the end of each six week period, teachers relied on their notes, check lists, etc., in writing reports to students and parents. Some examples of the idea used by the staff for keeping up with student growth are found in Appendix B on pages 110-112.

The staff also reviewed the seven major aims of our project in preparation for implementation. These aims should be noted at this point:

1. Increase student motivation by lessening unfair grade competition.
2. Increase teacher objectivity in the evaluation of student progress.
3. Communicate more clearly the strengths and needs to students and their parents.
4. Encourage a more realistic self-concept among students.
5. Make evaluation less threatening to students.
6. Deal more effectively with individual differences of students.
7. Enhance classroom instruction by making student evaluation a more integral and on-going part of learning.

Evaluation Reports Sent to Parents Every Six-Weeks

At the end of each six week period teachers sent reports home with the students. The evaluations were printed on natural carbons in triplicate: one for the sutdent and parent, one for the teacher, and the last for the school use. The teacher writes in the date,

the student's name, circles the number of weeks concluded and grade level, and then writes an evaluation of the student's progress with recommendations for improvement. If the report is the last one received in the course, then "Final Report" is circled. This applies to transfers moving away from the school, semester courses, and full year subjects. Final reports are filed in the student's cumlative folder.

In-Service for Staff Geared to Implementation

The principal coorinated a series of in-service sessions for the staff which were based on their expressed needs. Most of this training centered around methods of assessing students' daily progress, improvement of composition skills, and sharpening the contents of the written evaluations.

One of the most beneficial training sessions resulted when teachers were ask to critique one another's evaluations of students. Each teacher got constructive criticisms from eight to twelve fellow staff members. An example of the results of this process is found in Appendix B on pages 113-115.

Another in-service program devoted to composition capitalized on a work by William Strunk, Jr. and E. B.

White called The Elements of Style. Teachers were urged to place some composition guidelines in front of themselves each time they filled out evaluation forms on students. (See Appendix B, pages 116 and 117.)

Additional in-services were devoted to:

"Feedback from Staff, Students, and Parent Evaluations"

"Meeting Individual Needs of Teachers Relating to Administration of the Evaluation System"

"Introduction and Explanation of Process to Students"

Administration of the System

The evaluation reports were completed by teachers and sent home with students to parents at the end of each six week period. The report includes the course title, the general description of the topics of study, major course goals, a written explanation of the progress made by the student, and specific recommendations to students and parents for pupil improvement. Reports were made in triplicate, on natural carbon paper, with one copy going to the student and parents, one to the counselor, and the last copy was retained by the teacher. Final reports for semester or full year courses were placed in the student's cumulative file.

Issuing Course Credit to Students

Each teacher maintained the right to issue "no credit" to a student who had not shown adequate growth

throughout the semester or full year. The principal, however, challenged the staff to make the critical needs of the individual student the central issue and not be concerned with "course credit." Instead of failing a student, who had not grasped the necessary skills in Math I, the teacher and counselor were urged to meet with the student and his parents to show them why the student should repeat Math I. When the student and parent realized that credit was not the issue, but that the teacher was concerned with helping him improve his basic skills so that he could have a successful experience in Math II, the student had no objection to repeating the course; there was good reason. Too often, students repeat courses simply because they made F and, therefore, were required to take the course over. The failure generally caused resentment on the student's part toward the subject and teacher, which were obstacles to his learning.

Under school board policy, students must complete 18 units during the junior high years. Eight of these units are required subjects, and the balance of ten are elective. Although most of the staff followed

the philosophy of counseling students and parents to see the need for repeating courses, instead issuing a "no-credit," there were some exceptions: four ninth graders received no credit in four courses, and one eighth grade student was issued no-credit. If the "no-credits" were given in required courses, the students repeated them in summer school; they could substitute other courses for electives, which had to be made up.

At least 11 students repeated courses for which they had already received credit. The courses which they repeated were math, science, and foreign language-- skill oriented subjects where elementary skills are requisite before moving to more advanced levels. None of these students was required to re-take courses. They and their parents were advised that it would be in the student's best interest to repeat certain courses; the students and parents made the final decision to take the courses over again.

Transferring Student Records Between Schools

An important practical consideration in maintaining student records is satisfying other schools' inquiries about a student's academic records. All students leaving our school, whether by transfer or

through graduation, were given final evaluations in all courses. Final evaluations carried recommendations to other schools and teachers concerning the placement of the pupil in the event he needed remedial help or an extra challenge in a subject area. Standardized test data also was made available to receiving schools.

At the end of the school year a sticker specifying the courses completed was attached to the youngster's record file. His final evaluations in all subjects were also included in the folder. Some examples of the stickers may be referred to in Appendix B on page 118.

More than 40 schools from within and without our school system requested students' records. None expressed dissatisfaction with our evaluation system.

Academic Honor Society Continues Without ABC

The National Junior Honor Society and the local academic honor roll continued to function without the ABC system. These organizations were continued because the staff and parents felt that exceptional academic progress deserved special recognition. The intention, after all, with our new evaluation system was to stimulate a higher quality of scholorship among the

our students.

In order for a student to make the academic honor roll, all of his or her teachers indicated that the academic progress was satisfactory, and four of the student's six teachers agreed that the pupil's academic progress or achievement was outstanding or exceptional.

Under the ABC system, the previous year, 24 students were inducted into the National Honor Society. With no change in the academic standards of the organizaion, 35 students were initiated into the society during the first year of the new system of student evaluation.

Integrating Instruction and Evaluation

The most important process in evaluation is communicating to the student where he stands in a course and what he can do to improve. Teachers were encouraged by the principal to communicate daily with students about their progress in class. Records and check lists of student achievement in individual classes were made available to students so that they could assess their own progress. Student evaluation was not secretive, but instead very open.

Just as teachers had set goals for themselves and their students, pupils were given incentive to set personal learning goals in courses. The main purpose of written and oral examinations was not to pass or fail a pupil as is often the case with the ABC system. Instead, the teacher was more interested in determining strengths and weaknesses of students in order to meet those needs. As students came to realize this, the threat of evaluation abated. Under this process of student evaluation, teacher and student evaluation of the pupil's growth was more an instructional process.

EVALUATION OF NEW SYSTEM

Evaluation Strategy[11]

A comprehensive assessment of both the process of evaluating pupils and the manner of reporting progress was coordinated by the principal. The professional staff, student body, and the parents participated in an assessment process involving formative and summative evaluations, affective surveys, goal oriented and goal free evaluations, unobtrusive measures, and direct observation of side effects. A team of outside evaluators also provided added perspective to the evaluation of this project. The primary purpose

[11] Much of the strategy was taken from W. James Popham's An Evaluation Guidebook, Los Angeles: The Instructional Objectives Exchange, 1972.

behind evaluating this project was to find answers to the following questions:

What are the positive and negative consequences of the system for students, parents, and teachers?

To what extent were the seven major aims of the project accomplished?

Should the system be continued and, if so, what revisions should be made?

An Evaluation Team Offers Valuable Input

The original proposal called for a team consisting of parents, teachers, students, a senior high counselor, our counselor, another administrator from outside, and the principal. Although the intent of this writer was that this team would evaluate our evaluation project, its members decided not to formally evaluate, but instead to advise the staff and principal on ways to improve and evaluate the project. This team recommended the following:

1. Parents, students, and staff should evaluate the system, and the results should be open to all.

2. Our junior high should work more closely with the senior high which it feeds. This would help improve the senior high's understanding of the system.

3. A follow up study should be made to determine how well our students perform in senior high after being away from the ABC for one year.

4. A survey be taken at our school and another school to compare attitudes of students on the ABC and non-ABC systems.

The Staff Evaluates the System

Four evaluations by the seventeen member staff, over a period of six months, reveal the following:

1. Teachers spent an average of 7.3 minutes in filling out each student evaluation form.

   One-third of the staff, however, required five minutes or less.

2. The major problems confronting teachers in completing evaluation forms were:

   Thinking of good recommendations.

   Expressing themselves in a positive fashion.

   Repeating the same words or phrases too often.

   Being concise and to the point.

   The amount of time spent in filling out the evaluations.

3. This new process of student evaluation contrasted to the ABC benefited the teachers in the following ways:

   They could combine the affective and cognitive areas.

   Improved teacher-pupil rapport.

   Causes teachers to be more specific with their praise and criticism of students.

   Better communication with students and parents about the child's progress.

   More convenient to praise students.

   Clearer understanding of what the students and teachers are trying to accomplish.

   Better teacher awareness of strengths and weaknesses of students.

Copies of these evaluations including the tab-

ulation and breakdown of the staff's responses are in Appendix C on pages 120-130.

Positive Reaction of Staff Toward Goal Achievement

In April the staff completed another survey which was geared to the seven major aims of the project. (See Appendix A, page 54 for the aims.) Again, teachers were asked to contrast the ABC system with the one in operation. The results show a positive attitude among the staff toward the new system:

1. Seven teachers felt the system increased student motivation by lessening unfair grade competition.

   Four saw no major change in student motivation.

   Six had no reaction.

2. Fifteen teachers agreed that the system increased teacher objectivity in evaluating students.

   One felt less objective in evaluating students.

   One had no response.

3. Sixteen teachers contended that the system permitted better communication between teachers, students, and parents concerning the strengths and needs of students.

   One had no response.

4. Twelve teachers indicated that the system encouraged a more realistic self-concept among students.

   Five had no response.

5. Fifteen teachers felt that this system made the process of evaluation less threatening to students.

   One saw no difference in threat.

   One felt that the system was more threatening than the ABC.

6. Sixteen teachers said the system helped them deal more effectively with individual differences of students.

   One felt less effective in dealing with individual differences.

7. Thirteen teachers reported that student evaluation had become a more integral and on-going part of learning under the new system.

   Two teachers disagreed with the thirteen.

   Two did not respond.

8. Sixteen teachers preferred to continue the new system during the next school year with some revisions.

   One teacher felt we should return to the ABC.

The complete survey and staff responses may be found in Appendix C on pages 128-130. Two important points should be noted at this time: all staff evaluations of this project were anonymous to minimize peer or administrator pressures, and, even though some of the staff's reactions were not as positive as others, there is more satisfaction with this system than with the ABC. There seems to be a comparative advantage over the tradition grading system, based on the staff surveys.

Parent Reaction Favorable

Parents were asked to react to two surveys during the school year-- once in late November and once in April. Both surveys contained the same five questions and offered parents a chance to express their own personal pleasure or dissatisfaction with the new student evaluation system. Approximately 75 percent of the families responded to the written surveys. The reactions were generally positive and are shown below:

Question One-- Overall, have you been pleased with the new system of student evaluation this year?
November Results:
Yes-- 69% Undecided-- 26% No-- 5%
April Results:
Yes-- 74% Undecided-- 8% No-- 18%

Question Two-- Does this evaluation system tell you more about your child's performance in school than the ABC system?
November Results:
Yes-- 80% Same-- 9% No-- 11%
April Results:
Yes-- 69% Undecided-- 13% No-- 18%

Question Three-- In your opinion, has your child seemed to be trying harder this year than last year?
November Results:
Yes-- 65% Same-- 27% No-- 8%
April Results:
Yes-- 52% Undecided-- 22% No-- 26%

Question Four-- Have the evaluations, generally, communicated the strengths and needs of your child to you more than the ABC system?
November Results:
Yes-- 80% Undecided-- 7% No-- 13%
April Results:
Yes-- 70% Undecided-- 12% No-- 18%

Question Five-- After two(four for the April survey) evaluations, do you prefer this system over the ABC system?

November Results:
Yes-- 68% Undecided-- 19% No-- 13%

April Results:
Yes-- 65% Undecided-- 14% No-- 21%

Question Six-- Please list the main reasons for your pleasure or displeasure with the evaluation system.

November-April parent comments:

39% of the families wrote comments supporting the system which included the following:

> Provides parents with better understanding of child's progress.
>
> More specific information provided about student's strengths and weaknesses.
>
> Seems to have prompted my child to work harder this year.

10% of the families expressed dissatisfaction with the new system:

> Does not give a true picture of my child's progress.
>
> The new system should be combined with the ABC.

Copies of the two surveys are contained in Appendix C on pages 131-132. A tabulation of all parent comments was done by parents and is found in Appendix C, pages 133-134.

Student Reaction Less Positive

One premise of this system of evaluating students is that students who try harder in school will learn and improve more than those who do not. This principal,

therefore, surveyed students in an attempt to find out if they thought they were trying harder under this system than when they were under the ABC during the previous year. Students were also asked to explain their answers. Students did not sign their names to the surveys which, we hoped, encouraged more candor on their parts.

The November survey:

62% said they were trying harder this year than last.

10% said they were not trying as hard this year as last.

28% said their effort was the same both years.

The April survey:

48% said they were trying harder this year than last.

19% said they were not trying as hard this year as last.

33% said their effort was the same both years.

Reasons given by students in both surveys for trying harder this year as opposed to last include:

16% indicated they were trying to learn more.

12% said they trying to get better grades or evaluations.

10% commented that school was more fun and interesting.

6% noted that school was more difficult.

Students also listed reasons for not trying as hard this year as last:

3% said they would do better with ABC grades.

2% thought school was too easy.

1% commented that school was too boring.

Students were asked in the April survey if they preferred to continue with the new system or go back to the ABC. Forty-nine percent wanted to continue the new system; twelve percent were undecided; and 39% perferred to return to the ABC. After reviewing the percentages it was discovered that sixty percent of the seventh and eighth wanted to continue the system, whereas fifty percent of the ninth graders desired to return to the ABC. It may be that the ninth grade was closer to the ABC since they would be returning to the system the next year at the senior high level. (See Appendix C, pages 135-137.)

One of the most interesting student responses was that only three percent of the students connected their lack of hard work with the absence of the ABC. Twelve percent, however, continued to get their motivation from grades or evaluations-- even though no grades were given in any classes.

In the view of this writer, the students were impressed with the system or process at first because they thought school would be easier without grade. But when they discovered school was not easier, toward the

end of the year, they were less enthusiastic about the new evaluation project.

Positive Side Effects Observed

There were many positive developments which occurred during the first year of the new system of student evaluation. Although it would be difficult to prove that all the positive side effects were the direct result of the new system, it is likely that the new system had some impact on them. The new evaluation was the only major change in our instructional program; personnel, curriculum, policies, procedures, supplies, equipment, and the facility were relatively the same both years: 1972-73 without the new system and 1973-74 with the new system. Some of the side effects are listed below:

1. The number of disciplinary referrals sent by teachers to the assistant principal or principal decreased by 27%.

2. The number of students requesting transfers from one class to another because they felt the teacher was grading them unfairly dropped from 16% to less than 2%.

3. The number of parent complaints about teachers sharply declined.

4. The National Junior Honor Society inducted 24 students in 1973 under the ABC and 35 pupils in 1974 under the new system. Standards for admission both years remained equally high.

5. Standardized test results showed steady improvement under the new system. Post test results at the end of the first year that the new system had been in effect reveal growth for a one year period. The California Test of Basic Skills- Reading was used to measure growth:*

   Seventh Grade-- 53% improved their percentile score by more than five points. 35% did not change their score by more than five percentile. 12% declined by more than five percentile points.

   Eighth Grade- Using the same criteria, 38% improved; 40% remained the same; and 22% declined.

   Ninth Grade-- Again, using the same criteria, 35% improved; 36% remained the same; and 29% declined.

It should be pointed out, however, that those who remained the same on the pre and post tests actually grew by one grade level. For example, if a student scores 52 percentile on a seventh grade test as a seventh grader, and 52 percentile on the eighth grade form of the same test as an eighth grader, he is showing approximately one year's growth. A better way of measuring growth is through the "expanded test score," but percentile scores provide a standand of comparison also.

Pre-test results show 69% of the seventh grade above the national norm. After one year under the

---

*Test data used here is only for those students for whom we had both pre and post test results. Many students transferred to our school long after pre-tests were administered to the other students.

the new evaluation project, 82% of the same students scored above the national norm in reading. In the eighth, 52% remained above the national norm on both the pre and post. The ninth grade went from 50% above on the pre-test to 56% above on the post test.

One thing seems certain: the new evaluation system had no adverse effect on students standardized test scores.

6. Of more than 100 students interviewed, 65% indicated they would prefer to take a grade of C home to their parents with no written teacher criticism than to take a grade of A or B with specific criticism of their class conduct or performance in class. When the same students were asked why they were trying more or trying less in classes, only 3% mentioned ABC grades in their responses.

7. An affective survey given to the entire student body revealed a positive student attitude toward the school: Eight-state norm-- 2.90; our norm was 3.63. (See the results of the survey in Appendix C on page 138.)

8. Student absenteeism declined by more than 20%.

9. Student truancy decreased by more than 24%.

10. One teacher who had many discipline problems the previous year, when the ABC had been in effect, improved greatly. His disciplinary referral went from 55 in 1972-73 to 30 in 1973-74. Grades had been a major source of frustration between this teacher and his students during the previous year.

Another teacher's referrals dropped from 45 to 15. Both teachers attributed much of their success to the new evaluation system.

Students Dramatize Evaluation System

During the spring, students produced several skits to be performed at our feeder elementary schools. The purpose of the skits was to show the elementary students that our school was a good one. One of the skits was about the new evaluation system and how good it was for students. The skit suggested students tried harder and learned more with the new system of evaluation.

Outside Observation Team Evaluates System

The Director of Research and his assistant, from within our school system, were asked to make their own personal assessment of our evaluation project. The team came to the school and interviewed parents, students, and teachers on their perceptions of the

new project. This team designed their own questions and selected the people interviewed- with the exception of parents; the school asked parents to come in for the interview who held different opinions about the evaluation system. To achieve more openess, the principal was never involved in the interviews; nor was he made aware of the names of those interviewed. A complete report of this evaluation team's findings is found in Appendix C on pages 139-143. Some of the highlights of their report are noted below:

Parent reactions: (Six parents interviewed)

The new forms tell more than the ABC cards.

Parents are learning more about students in the affective area.

The new system stimulates more self-evaluation on the part of pupils.

The new system makes teachers consider more intensively what the responsibilities of the school are.

All parents indicated a feeling that they have too imprecise a notion of what progress their youngster is making.

Student reactions: (Eight students interviewed)

All felt that the old ABC system told them precisely how they stood.

Students readily admitted that they had conspired to keep parents from too close contact with their teachers.

Teacher reactions: (Five teachers interviewed)

The system required much more work from them.

All felt communication with parents had improved as a result of the system.

REVISION OF SYSTEM

The consensus among parents, students, and staff was that the new system of evaluating and reporting student progress was a better one than the ABC. Evaluations of the system did, however, indicate that some revisions after the first year of implementation would make the system more effective. The following revisions were made for the subsequent year:

1. Reporting periods were changed from six weeks to nine weeks for the following reasons:

   Many units of study require four weeks, and it would be better to evaluate students after completion two units as opposed to one and a half.

   Reduce the work load for teachers.

   Provide mid-quarter progress reports to parents. (See Appendix D, page 145.)

2. Course goals were revised and transformed into specific "student outcomes." This was aimed at making evaluation more precise.

3. A place for standardized test information is provided on all language arts and math forms. (See Appendix D, pages 146-148 and 150-153.)

4. The title, "Units of Study" was changed to "Areas of Study" so that parents and students would not think that all study was in the context of formalized units.

A complete set of the revised evaluation forms is provided in Appendix D on pages 146-176. The format and contents of the revised forms can readily be com-

pared with the originals, which are found in Appendix A on pages

SUPPORT AND INTEREST IN NEW SYSTEM EXPANDS

The school system endorsed the project for another year by providing the necessary financial support. The superintendent in charge of program implementation has suggested a formal presentation of the project to other administrators to explore possibilities for expanding the system to other schools.

This principal was asked by the Colorado State Accountability Committee to make a presentation about the new concept of student evaluation, which might be shared with other school administrators throughout the state.

Since the inception of this project, this principal has been asked to serve on two district-wide committees that are concerned with student evaluation.

There is no contention on this writer's part that the evaluation system, which is the subject of this report, is the only sound one. There must be many. But there is no question in this principal's

mind, after more than a year's experience with this project, that the ABC does more harm than good in our classrooms.

The age of accountability is upon us, and educators, parents, and students should not let it pass without a serious review of evaluation processes and procedures being used in our schools, which have a major influence on today's youth.

APPENDIX A

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THE ABC AFFAIR

by

Maran Doggett

The primary object of student evaluation should be to communicate with students and parents about the performance of the student relative to the course goals and units of study. Traditionally, students have earned an A, B, C, D, or F which in theory represented a competency level in a given area, e.g., math, language arts, science, etc. However, too often the letter grade actually represents something else: a student's ability to compete with other students in grasping subject content, a student's intellectual potential, or his skill-effeciency level. One of the consequences of the ABC system is that the academically or physically gifted achieve the highest marks at the expense of the less gifted, or the "bright elite" receive less challenge while the teacher works with the slower learners. Either way, the students are in direct grade-competition with one another, and the higher letter grades usually glorify the "winners." The real needs of most of the students are usually compromised.

Evaluation and instruction have at least one highly substantive thing in common: the process is more important than the content because the means to the end of evaluation should be the real essence of evaluation. Students will learn much from experiencing an evaluative process which maximizes good communication, a continuing dialogue, clear expectations, and a sincere concern for student improvement. Traditionally, the ABC grades issued the student on a test or grade report was the termination notice. The course or unit of study is over so learning is supposed to stop. However if evaluation of student performance is on-going, the student and teacher will gain a sharper sense of direction

for assessing needs, planning and implementing learning activities. Evaluation should not be outside the educative process; it is an integral part of it.

There are many disadvantages to the ABC system, and Kindsvatter's arguments against this tradition of grading are worth noting:

1. Marks are variable, subjective, contaminated even capricious.
2. Marks create a condition of unfair competition.
3. Marks reflect an aristocratic rather than democratic attitude.
4. Marks preoccupy students and their parents.
5. Marking practices deny the psychological principle of individual differences.
6. Marking practices tend to influence teaching in the direction of memorization and regurigation at the expense of concept formation and creativity.
7. Marking practices encourage student dependence.
8. Marks frequently have an emotional impact that is at variance with good mental health practices.[1]

The ABC system does not enhance success experiences among many students; instead it generally deters them. When the junior high student "learns" that his best is not only not good enough but too often unacceptable, he may develop a very low impression of himself. He may see himself as others view him -- a failure. The problem becomes acute when the student accepts his deficiencies, a priori, and exerts little effort to improve himself. After all, if at first you don't succeed, then try, try again, try one more time, and then quit!

---

[1]Richard Kindsvatter, "Guidelines For Better Grading", Clearing House, February, 1969, P.332

Educational psychologists, Carl Rogers, Earl C. Kellery, A. H. Maslow, and Arthur W. Combs all agree "That human natural is basically good, and that an individual human being has an innately given nobel potential which in the most desirable case, he will strive to realize."[2] The ABC system is an obstacle to helping kids move toward self-actualization, which is so important in the total educational development of junior high students.

There is a healthy trend toward humanizing and individualizing instruction, but we have neglected to renovate an ineffective, and according to Arthur Lean, a dangerous system of grading:

> In spite of the staggering amount of incontrovertible evidence that grading not only does not accomplish its purpose but in reality inhibits and injures the educative process, we obstinately continue with this perverted practice.[3]

If education is to be humanized and instruction individualized, the technique, manner, and format of evaluation must be painted with warmer shades of care, expertize, and determined effort on the part of the teacher to help kids succeed.

Teachers often verbalize the importance of individual differences and meaningful evaluation; yet we continue unintentionally, and often times, unknowingly, to discourage a student who does his best, because his best is not good enough to meet the standard set for all. The method of student evaluation must do more than just acknowledge the importance of good self-concept: students should receive positive re-enforcement, they should gain a clear understanding of how they can assess their own performance, and they need to experience a genuine feeling of self-worth.

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[2]James B. Van Hoven, "Reporting Pupil Progress: A Broad Rationale For New Practices", PHI Delta Kappan, February, 1972, P.365

[3]Arthur E. Lean, "The Farce Called Grading", School Resources Information Service, August, 1971, P.17

In Crisis In The Classroom, Charles Silberman claims that secondary teachers too often fail to promptly return exams so that students can discover what they failed to understand or learn. The students must live with their own performance after they leave school, so teachers should inform students when they are not meeting performance standards. But when it becomes clear to the students that the purpose of testing is not evaluation but rating them ABC, the result is often to destroy interest in learning. "What is worth learning, the students quickly realize is what will be asked for on the exam."[4] There is more to learning and evaluation than textbooks and examinations. Far too many students think that the mid-term or final exam is the only process of evaluation. They think this because they have experienced it.[5]

A more desirable approach to evaluation than ABC is to decide what it is that a student needs to learn, which would then serve as the basis of realistic performance standards. The student's interest, achievement and skill levels should help the teacher and student in developing the performance standards. For instance, one should not expect a student to do well in algebra when he does not know how to add, substract, or multiply. The performance standards should first deal with the fundamentals of math. Together, the teacher and student should determine when the student has reached the performance level. In short student progress should be measured in relation to performance standards developed by the educators and students. The students and parents should be made aware of the progress and of its important implications for the student. An ABC grading system usually makes it more difficult to

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[4]Charles E. Silberman, Crisis In The Classroom, New York, Random House, 1970, P.347-348

[5]Ibid. P.348

understand a student's real progress. Students moving from one school to another could be placed in classes according to their actual performance level. A comprehensive student evaluation would be worth more than an ABC to the counselor or teacher of the transfer student.

In the students' minds, one of the most important elements of a grading system is fairness, which places a massive responsibility on the grader. We all know of examples where students submitted the identical paper to different teachers and received substantially different grades, or, where students turned in the same paper to the same teacher at a later time and received a good grade the first time and a bad grade the second time. Even though most teachers try to be fair in their evaluation of students with the ABC, they are attempting the impossible.

The energy with which many students compete for high letter grades needs to be refocused upon learning and meeting critical needs of kids. Helping students, parents and teachers recognize these needs and implement performance standards aimed at evaluating them is an important goal which needs our attention now.

Seven Major Aims

1. Increase student motivation by lessening unfair grade competition.
2. Increase teacher objectivity in the evaluation of student progress.
3. Communicate more clearly the strengths and needs to students and their parents.
4. Encourage a more realistic self-concept among students.
5. Make evaluation less threatening to students.
6. Deal more effectively with individual differences of students.
7. Enhance classroom instruction by making student evaluation a more integral and on-going part of learning.

Days of School _____
Days Attended _____
Term 1 2 3 4
Year 93

EVALUATION FORM

Sand Ridge Junior High School

2075 West 4600 South • Roy, Utah 84067 • Telephone 621-1959

56

Scorpions

GRADE
S = Superior Above Expected quality or quantity
P = Passing Working at expected level

TIME LINE CODE
O = Where student should be
X = Where student is actually working

BEHAVIOR
(1) Is Satisfactory
(2) Needs to improve in
(3) Conduct in class
(4) Promptness to area
(5) Starting and/or completing work
(6) Respect to others property

EXPLANATION A/B SCHEDULE
Learning experiences taught on alternate days will receive ½ credit noted by X on the time line.

AREA P E BEHAVIOR (1) 2 3 4 5

		DESCRIPTION
9/15	P	
	P	
9/15	P	Pt-33c Stress Pt-101 Stress Analysis

Comments:

Time Line: ½ 1 1½ 2 3

Grade: X

AREA Art BEHAVIOR (1) 2 3 4 5

		DESCRIPTION
9/2	S	
	S	3-Dimensional

Comments:

Time Line: ½ 1 1½ 2 3

Final Grade _____

NAME MALONE, MATT LEVEL 1 (2) 3

Cooperating Teacher WISCOMBE

MALONE, MATT

Days of School
Days Attended
Term 1 2 3 4
Year 93

EVALUATION FORM

Sand Ridge Junior High School

2075 West 4600 South • Roy, Utah 84067 • Telephone 621-1959

Scorpions

GRADE
S = Superior Above Expected quality or quantity
P = Passing Working at expected level

TIME LINE CODE
O = Where student should be
X = Where student is actually working

BEHAVIOR
(1) Is Satisfactory
(2) Needs to improve in
(3) Conduct in class
(4) Promptness to area
(5) Starting and/or completing work
(6) Respect to others property

EXPLANATION A/B SCHEDULE
Learning experiences taught on alternate days will receive ½ credit noted by X on the time line.

AREA COOKING BEHAVIOR (1) 2 3 4 5

		DESCRIPTION
9/1	P	
9/2	S	
9/6	S	
9/20	S	
9/25	P	
9/29	P	
9/1		H334-001 Kitchen safety
9/2		H33E-003 Measuring dry ingredients
9/6		H33E-004 Measuring table syrup
9/20		H33E-005 Measuring table shortening
9/25		H34M-015 Measure. Prep & cook
9/29		H34E-020 Measure. Prep & cook
		11 breads muffins

Comments:

Time Line: ½ 1 1½ 2 3

Grade: X

NAME MALONE, MATT LEVEL 1 (2) 3

Cooperating Teacher MR. WISCOMBE

BEST COPY AVAILABLE

Days of School _____
Days Attended _____
Term 1 2 3 4
Year _____

EVALUATION FORM

Sand Ridge Junior High School

2075 West 4600 South • Roy, Utah 84067 • Telephone 621 1855

GRADE
S = Superior. Above Expected quality or quantity.
P = Passing. Working at expected level.

TIME LINE CODE
O = Where student should be.
X = Where student is actually working.

BEHAVIOR
(1) Is Satisfactory
Needs to improve in:
(2) Conduct in Class
(3) Promptness to area
(4) Starting and/or completing work
(5) Respect to others property

EXPLANATION: A/B SCHEDULE
Learning experiences taught on alternate days will receive ½ credit noted by X on the time line.

AREA _____ BEHAVIOR 1 2 3 4 5

COMPLETION DATE | GRADE | DESCRIPTION | DATE

Comments:

Time Line: 1½ | 1¼ | 1 | ¾ | ½ | ¼

Grade _____

AREA _____ BEHAVIOR 1 2 3 4 5

DESCRIPTION

Comments:

Time Line: 1½ | 1¼ | 1 | ¾ | ½ | ¼

Final Grade _____

NAME _____ LEVEL 1 2 3

Cooperating Teacher _____

Winnetka Public Schools

LANGUAGE ARTS GOAL RECORD CARD 7

Pupil_____ Teacher_____ Year_____

See CURRICULUM GUIDE for GROUP WORK and PREVIEWS to be done.

PART 1 — GENERAL LANGUAGE	Date
1 Punctuation Review I	
2 Comma in Apposition	
3 Punctuation Review II	
4 Divided Quotations	
5 Punctuation Review III	
6 Extracting an Outline	
7 Developing an Outline	
Report Title	
8 Minutes of Meeting	
9 Punctuation Review IV	
10 Library Lessons	

PART 2 — GRAMMAR	
1 Sentence Structure	
Subjects & Predicates	
Simple Sentences	
Compound Sentences	
2 Prepositions	
3 Conjunctions	
4 Interjections	
5 Expletives	
6 Nouns	
Types	
Common, Proper, Abstract, Concrete, Collective, Compound	
Uses	
Subject	
Predicate Nominative	
Direct Object	
Indirect Object	
Object of Preposition	
General Review — Nouns	
7 Pronouns	
Subject	
Predicate Nominative	
Direct Object	
Indirect Object	
Object of Preposition	
General Review — Pronouns	

PART 2 — (CONTINUED)	Date
8 Verbs	
Agreement with Subject	
Tense	
Conjugation	
Auxiliary Verb Phrases	
General Review — Verbs	
9 Adjectives	
Articles	
Proper	
Predicate	
Possessive	
Comparison	
General Review — Adjectives	
10 Adverbs	
Recognition	
Comparison	
General Review — Adverbs	
11 Sentence Diagrams	

Individual Projects	
_____	
_____	
_____	

SPELLING

Beginning
Level_____ List_____
First Report Period
Level_____ List_____
Second Report Period
Level_____ List_____
End of Year
Level_____ List_____

Auxiliary Spelling Lists:	Date
_____	
_____	
_____	
_____	

Revised 1943

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Winnetka Public Schools

SCIENCE GOAL RECORD CARD 7

Pupil_____ Teacher_____ Year_____

	Date
THE SCIENTIFIC METHOD:	
How Scientists Think and Work (6 Concepts)	
THE CELL: UNIT OF LIFE	
Types and Properties of Living Cells (8 Concepts)	
Characteristics of Simplest Animals: Protozoa (7 Concepts)	
Microscope Projects_____	
_____	
_____	
TEST	
CLASSIFICATION OF LIVING THINGS	
Animal Classification (5 major Concepts)	
Plant Classification (3 major Concepts)	
Enrichment Studies_____	
_____	
TEST	
PROPERTIES OF MATTER AND KINETIC MOLECULAR LAW	
Matter and Energy (4 Concepts)	
Properties of Solutions (2 Concepts)	
Kinetic Molecular Law (2 Concepts)	
Our Ocean of Air	
Enrichment Studies_____	
_____	
_____	
TEST	
HEAT ENERGY AND ITS EFFECTS ON MATTER	
Change of State (5 Concepts)	
Individual and Small Group Studies_____	
_____	
_____	
TEST	

(Continued on reverse side)

Revised 1951

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ATTITUDE BEHAVIOR CHECKLIST
for
[illegible] SCHOOL DISTRICT NO. 7
Phoenix, Arizona

[illegible] EVALUATION CENTER
Tempe, Arizona

IDENTIFICATION NUMBER

CHECKED		CONFIDENTIALITY	
			ATTITUDES TOWARD SELF
	1		Verbally active with students in classroom.
	2		Verbally active with teachers in classroom.
	3		Completes assignments (hands papers in on time).
	4		Demonstrates low frustration level (angers, sulks).
	5		Withdraws (shy, bashful, doesn't respond verbally).
	6		Competitive (responds beyond requirements).
	7		Brings outside materials to class without teacher request.
	8		Uses resources without teacher direction.
	9		Not accepted by classmates (appears to have no friends).
			ATTITUDES TOWARD GROUP
	10		Does not interact with group (stays out of games).
	11		Attempts to dominate groups (bossy, wants his way).
	12		Quarrelsome (loses temper, argues).
	13		Accepts group decisions (helps in group activities).
	14		Exhibits leadership (respected, leads in activities).
	15		Indicates listening skills (responds with expected feedback).
	16		Courteous (displays acceptable manners)
	17		Has friends (liked by others, popular).
			ATTITUDES TOWARD SCHOOL AND SOCIETY
	18		Physically abuses others (fights, badgers, hits).
	19		Verbally abuses others (curses, name calling, makes fun).
	20		Defaces property (writes on desk, tears books).
	21		Takes things not belonging to him.
	22		Wastes materials (paper, crayons, etc.).
	23		Disrespectful during patriotic situations.
	24		Disobeys classroom and school rules.
	25		Defies adult authority (rebels to teacher openly).
	26		Irresponsible (must be supervised at all times).
	27		Chronic absentee (misses school, tardy).

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(EXAMPLE)

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

Date _____

Number of Weeks Completed: 6
12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand why and what is being taught.

Alegbra I

Major Topics of Study of This Course:

Whole numbers, fractions, decimals, percents, square roots, and algebraic numbers as they relate to one another

Abstract numbers as they are used in equations and inequations

Solving word problems

Understanding and using graphs

Individual projects stressing practical application of algebra

Major Goals of This Course:

Strengthen ability to compute accurately addition, subtraction, multiplication and division problems

Students will be able to solve equations by applying computing skills

Improve skills needed to cope with original math problems

Prepare students for more advanced study in mathematics

Help students realize that studying math can be both fun and valuable

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation. Call 237-1393 between 7:45 and 8:45 A.M. Standardized test scores in math will be available for students and parents. Parents may discuss the tests on "Parent-Teacher Conference Days".

PROPOSAL

To replace our system of student evaluation at Belmont Junior High with a more comprehensive plan for evaluating and reporting progress of students.

AIMS

1. Increase student motivation by lessening unfair grade competition
2. Increase teacher objectivity in the evaluation of student progress
3. Communicate more clearly the strengths and needs to students and their parents
4. Encourage a more realistic self-concept among students
5. Make evaluation less threatening to students
6. Deal more effectively with individual differences of students
7. Enhance classroom instruction by making student evaluation a more integral and on-going part of learning

EVALUATION REPORT FORMAT

Each student will receive an evaluation of performance for each course at the end of each six week period. The report will include the course title, the general description of the topics of study, major course goals, an explanation of the progress made by the student, and specific recommendations for improvement.

ADMINISTRATION

The evaluation reports will be sent home with students to parents at the end of each six week period. A report will be filed in the student's cumulative folder at the end of each semester. The reports will be made in duplicate with one copy for teacher-counselor use and the other for the parent.

TRANSFERRING RECORDS

A FINAL REPORT will accompany any student transferring to another school. This report will indicate the need for advanced or remedial areas in math or language arts. A copy of course descriptions will accompany the student's records.

EVALUATION

A team consisting of parents, teachers, students, a senior high counselor, the Belmont Counselor and Principal will work with the community and staff in evaluating the new system. Recommendations concerning revision, continuation or termination will be made to the staff and Area Superintendent prior to the subsequent year.

IMPLEMENTATION

This system of evaluation must be unanimously approved by the professional staff. The Belmont Parent Advisory Council upon recommendation by the principal will conduct a spring parent-teacher workshop to gain understanding and support of Belmont parents and students. After communicating with the parents and students at large, the Belmont Parent Advisory Council will make the final decision concerning implementation of this proposal.

April 16, 1973

Dear Parents,

The Belmont staff and Parent Advisory Council believe that student evaluation is very important and a new, more effective, approach should be taken. The A, B, C, D, or F which your child receives each nine weeks often does not convey the real needs and progress of our students to their parents.

In an attempt to improve our system of student evaluation, the Belmont staff has proposed a different format for reporting student progress (see the example attached).

All parents are invited to attend a special meeting on Tuesday at 6:30 p.m. in the cafeteria to discuss the new student evaluation system. Representatives from the Belmont Advisory Council and the staff will be present to answer questions and clarify our aims (see the proposal attached).

Sincerely,

Maran Doggett, Principal

Name _____

First Period Teacher _____

Circle only one answer to each question of statement

1. The best grade that I am capable of making in Lang. Art, Science, or Math is : A B C D F

2. Most of my teachers since the first grade have graded me: A-fairly B - unfairly

3 Most of my teachers over the last two or three years have graded: A - Too hard B - Not hard enough C - Graded about right

4. I receive some kind of punishment when I take home bad grades: A - True B - False

5. I receive extra privileges when I take home good grades: A - True B - False

6. The main reason I try to make good grades is to please: myself, my parents, my friends. A - True B - False

7. Over the last two years when I try my very best in classes I still receive less than an A or B: A - True B - False

8. I think most of my teachers over the last five years play favorites when grading: A - True B - False

9. If I didn't get grades in a class I would learn: A - More B - Less

10. To be very honest, I sometimes cheat mainly to make a higher grade: A - True B - False

11. Would you like to try a different grading system which would not have A, B, C, D, or F?

September 13, 1973

Results of Student Survey on Grading

1. 131 felt they were "capable" of making A in language arts, science, or math.
   118 -- B
   25 -- C
   0 -- D & F

2. 253 felt most of their teachers since first grade graded them fairly.
   26 -- unfairly

3. 19 felt most of their teachers over the last two or three years have graded them too hard.
   22 -- not hard enough
   234 -- about right

4. 94 receive some kind of punishment when they take home bad grades.
   166 -- do not

5. 171 received extra privileges when they take home good grades.
   186 -- do not

6. 156 try to make good grades mainly to please themselves.
   112 -- parent
   1 -- friend

7. 87 felt that even though they tried their best over the last 2 years, they still received less than A or B.
   179 -- got A or B

8. 84 felt "most" of their teachers over the last 5 years have played favorites when grading.
   189 -- disagreed

9. 124 felt they would learn more without grades.
   124 -- disagreed

10. 113 indicated that they cheated sometimes mainly to make a higher grade.
    162 -- never cheated mainly to make a higher grade

11. 170 felt we should try the new system of Student Evaluation.
    70 -- felt we should not try it

NOTE: The discrepancy in the numbers relative to the totals is because some did not respond to some questions.

November 8, 1972

A STATEMENT ON EVALUATION OF STUDENTS

Grades issued by Belmont teachers represent actual progress made by a student in light of his potential or ability. Every student, therefore, has an equal chance to earn the highest mark of A. If learning is to be individualized, so must the system of evaluation.

The Belmont staff, working with students, is making a determined effort to recognize individual needs and abilities of students in various subject areas and then develop strategies, activities and programs aimed at meeting these needs and encouraging progress: the amount of progress is reflected in a letter grade issued at the end of each nine week period.

If you have questions or comments about our philosophy of evaluation, please feel free to contact the principal.

Sincerely,

THE BELMONT STAFF

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

The library and related materials
The use of dictionary and vocabulary development
Language as a vehicle through which attitudes are revealed
Science Fiction: inference, fact, opinion, speculation, learning and figure of speech
Greek and Roman Mythology and comparison of cultures
Mechanics and skills of writing

Major Goals:

Development of reference skills using library materials and basic library techniques
Develop critical thinking skills through the study of literature: distinquish fact from opinion, speculation and use of inference
Improve basic communication skills: verbal and written
Increase appreciation and skills in reading

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Amy Barry, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

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FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS II

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 8

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Purpose, audience, tone, structure, point of view in language
Propaganda devices and techniques
Mass media and their effects upon modern life
The folk hero in literature, fact and fiction
Young people maturing seen through literature and self-examination
Mechanics and skills of writing

Major Goals:

Understanding of the nature of language, its history, purposes, levels, and the impact of modern technology on verbal communication
Identification of heroic characteristics and comparison of various cultures that comprise our American heritage
Develop insight into the common problems of growing up
Improve basic communication skills: verbal and written
Increase appreciation and skills in reading

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Connie Self, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS III

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Writing: sentence and paragraph development in composition
Proof-reading
Reading development and improving reading skills through: the short story, the novel, drama, poetry, newspaper
Speech and Drama: public speaking, dramatics and non-verbal communication
Career education

Major Goals:

Develop confidence and skills to manipulate both written and spoken words in order to express thought and feelings effectively
Encourage reading as an enjoyable leisure activity as well as a source of understanding
Provide an insight into various occupations and personal qualities necessary for success in them
Develop honesty and pride in one's self so that he can view, more realistically, the potential he has to make positive contributions to others

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robert Finan, Teacher
Connie Self, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS
READING

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____ _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Comprehension and word attack skills
- Vocabulary Development
- Study Skills
- Application of basic reading skills

Major Goals:

- Develop student's reading skills through work in phonics, comprehension and vocabulary
- Develop the study skills necessary for reading in content areas such as social studies, technical arts, etc.
- Develop the critical reading skills necessary for everyday life
- Promote reading as an enjoyable leisure activity

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Jane Hayes, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: MATH I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Whole numbers, fractions, decimals, percents, and other types of numbers
Number relationships
To understand addition, subtraction, multiplication, and division by using models and illustrations
Basic geometric concepts
Measurements

Major Goals:

Strengthen ability to compute accurately in addition, subtraction, multiplication, and division problems
Improve efficiency in problem solving
Develop problem solving techniques
To help students see the practical use of math outside the classroom
To stimulate curiosity and critical thinking

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Leonard Holtzclaw, Teacher
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: MATH II

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Whole numbers fractions, decimals, percents and other types of numbers
- Number relationships
- Solving word problems
- Geometric concepts and constructions
- Understanding and using graphs
- Measurement
- Pre-algebra concepts

Major Goals:

- Strengthen ability to accurately compute addition, subtraction, multiplication and division problems
- Improve efficiency in problem solving
- Develop problem solving techniques
- To help students see the practical use of math outside the classroom
- Encourage the use of math outside the school

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Leonard Holtzclaw, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: GENERAL MATH

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Whole numbers, fractions, decimals, percents and how they relate to each other
- Consumer math: banking, investing and loans
- Household and practical skills: math related to home economics, technical arts, typing, etc.
- Recreational math
- Learning to use time saving devices
- Understanding and using graphs

Major Goals:

- Strengthen ability to compute accurately addition, subtraction, multiplication and division problems
- Improve efficiency in problem solving
- Develop problem solving techniques
- Promote a general appreciation of math and its uses
- Encourage the use of math outside school

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ALGEBRA I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Whole numbers, fractions, decimals, percents, square roots, and algebraic numbers as they relate to one another
- Abstract numbers as they are used in equations and inequations
- Solving word problems
- Understanding and using graphs
- Individual projects stressing practical application of algebra

Major Goals:

- Strengthen ability to compute accurately addition, subtraction, multiplication and division problems
- Students will be able to solve equations by applying computing skills
- Improve skills needed to cope with original math problems
- Prepare students for more advanced study in mathematics
- Help students realize that studying math can be both fun and valuable

Evaluation of Performance

Recommendations:

Maran Doggett, Principal
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LIFE SCIENCE

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Interaction of all living and non-living things
- Various systems of the body, including the circulatory, reproduction, nervous, digestive, and excretory systems
- Man's effect on the ecological balance of his environment
- Organisms change as a result of genetics and heredity
- The process of evolution

Major Goals:

- Understand how man influences and affects his environment
- Develop an adequate lab technique, basic investigative skills, and attitudes necessary for successful experiment
- Gain major concepts of life science through simple biological experiments
- Develop an understanding for the value of life

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Linda Behm, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT:YES - No
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: PHYSICAL SCIENCE

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Relationship between Volume, Mass and Density in measuring matter
- Physical characteristic properties of matter such as thermal expansion, elasticity, melting and freezing points, and solubility
- Separation of substances by their characteristic properties
- Atomic particles combine to form atoms, elements, and compounds

Major Goals:

- Recognize major concepts of physical science by acquiring knowledge through problem solving
- Develop an understanding of the relationship of compounds, elements, atoms, and molecules
- Develop an adequate lab technique, basic investigative skills, and attitudes necessary for a successful experiment
- Stimulate critical thinking and a greater appreciation of the universe

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Larry Deacon, Teacher
Linda Behm, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: EARTH SCIENCE

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

An analysis of the various weather conditions
The importance of clean water
Integrating concepts of time and its measurement
The formation of rocks, soils, and continents
The solar system and earth in space
The interaction of man and his environment

Major Goals:

Observe and record natural changes
Predict events by analysis of past events
Develop workable lab procedures and improve individual comprehension of scientific concepts
Develop a realistic picture of the earth
Provide an atmosphere in which students will enjoy the study of science
Understand how man has been affected by the events on earth
Prepare students for the study of more advanced levels of science

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Larry Deacon, Teacher

_____
Teacher's Signature

Special Note To Parents. Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1193 between 7:45 and 8:45 a.m.

FINAL REPORT: YES NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Exploring the sciences related to the study of society
- Exploring the ways man lives and what it is which affects those ways
- Study of man's total environment
- World geography: familiarization with places of the world, their location and their names
- Area study: in depth project to familiarize student with a country of the world other than his own
- Current events

Major Goals:

- Develop an understanding of what influences a society's attitude toward life
- Develop an awareness and an understanding of the differences existing between peoples of the world about the man lives
- Develop a knowledge of places of the world, their names and where they are located
- Develop a knowledge of the social and cultural priorities of a country including the United States
- Develop an appreciation of the social cultural strengths and opportunities provided by the American way of life

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robert Finan, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES II

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- The Colonial period
- The Civil War
- American Frontier
- Twentieth Century America and World War II
- Current Events

Major Goals:

- Develop the ability to think critically and creatively
- Understand the democratic process
- Develop attitudes that are needed for effective citizenship in a democratic society
- Participate effectively in the political process of our democratic society
- Develop an appreciation for our American heritage

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Jerry Telle, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES III

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Legislative branch of government
- Executive branch of government
- Judicial branch of government
- Contemporary issues - current events
- Two party system - political party action
- National party conventions
- Due process of law and constitution of the U.S.A.

Major Goals:

- Develop the ability to think critically and creatively
- Understand the democratic process
- Develop attitudes that are needed for effective citizenship in a democratic society
- Participate effectively in the political process of our democratic society
- Evaluate our legal system and how the system of checks and balances work

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Cooper, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: FOREIGN LANGUAGE
First Year
Spanish - French

Date_____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Control of the sound system (Pronunciation-Intonation)
Comprehension of material covered
Correct usage in speech
Acceptable speed in speaking and writing
Varying the language according to the specific situation at hand
Cultural appreciation and awareness

Major Goals:

Speak the language practiced with acceptable pronunciation and intonation
Comprehension of the language which the student has learned to speak
Read and write the language which the student has learned to speak
Use the language outside the situation in which it was originally learned
Gain an awareness and appreciation of the culture of the people who speak the language

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Donald Swisher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: FOREIGN LANGUAGE
Second Year
Spanish - French

Number of Weeks Completed:
6 12 18 24 30 36

Date _____

Grade Level 7 8 9

Parents of _____

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Control of the sound system (Pronunciation-Intonation)
Comprehension of material covered
Correct usage in speech and composition
Acceptable speed in speaking and writing
Varying the language according to the specific situation at hand
Cultural appreciation and awareness

Major Goals:

Speak the language practiced with acceptable pronunciation and intonation
Comprehension of the language which the student has learned to speak
Read and write the language which they learned to speak in class
Use the language outside the situation in which it was originally learned
Gain an awareness and appreciation of the culture of the people who speak the language

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Donald Swicher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: FOREIGN LANGUAGE
Third Year
Spanish - French

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Control of the sound system (Pronunciation-Intonation)
Comprehension of material covered
Correct usage in speech and composition
Acceptable speed in speaking and writing
Varying the language according to the specific situation at hand
Cultural appreciation and awareness

Major Goals:

Speak the language practiced with acceptable pronunciation and intonation
Comprehension of the language which the student has learned to speak
Read with understanding original material which incorporates language previously studied
Express correctly in written form concept which the student has learned to express orally
Awareness of the grammatical structures practiced through speaking
Use the language outside the situation in which it was originally learned
Gain an awareness and appreciation of the culture of the people who speak the language

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Donald Swisher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 1

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Grade Level 7 8 9

Parents of _____

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

An introduction to mechanical power
Background and theory of engine operation: one-cylinder gasoline engine
An introduction to the field of plastics: planning and completion of a plastics project
Tools, techniques, and safety procedures related to plastics and power mechanics

Major Goals:

Understand the operation of the internal combustion engine
Gain basic knowledge of the different kinds of power producing devices
Gain awareness of the forms and uses of plastics in industry
Develop skills in the use of hand and power tools
Develop a sense of pride in work and self

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 2

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

An introduction to the field of sketching, drafting, and hand tool woodwork
Background and theory in how sketching is used in design
Basic concepts and terminology of drafting
Designing, planning, and construction of projects in wood and plastic

Major Goals:

Learn to measure angles correctly with protractor: using the american standard system
Develop useful sketching techniques
Design, draw the plans for a product using 3 views
The completion of one wood work project
Develop skills in the use of hand and power tools
Develop a sense of pride in work and self

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents. Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 3

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- The fundamentals of electricity and basic metal working processes: practical experience in electricity through discussion, demonstration, laboratory experiments, and projects
- Job planning, layout, sheet metal, wrought iron, and welding
- Background in metal hand tools and safety

Major Goals:

- Understand the structure of matter and how electricity is produced and utilized
- Gain basic knowledge of how meters work and how to use them
- Demonstrate an understanding of the basic components of electricity: current, voltage and resistance, circuits, series, and parallel
- The completion of one electricity project and one metal project
- Knowledge of safety and the correct use of metal working tools and equipment: metal tools and equipment, laying out sheet metal patterns, cutting out sheet metal patterns, different methods of fastening sheet metal
- Learn to work with sheet metal in lay-out, cutting, fastening, and general awareness of oxy-acetylene welding
- Develop a sense of pride in work and self

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES -NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 4

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

In depth exploration into the field of wood working
Introduction to the safe use of the basic wood working machines
In depth study of the principles and theory, of power and auto mechanics
Practical application of automobile maintenance and the basic operation of the automobile engine
Study of space technology

Major Goals:

Show skill and safety in the operation of many woodworking machines: skill development in the use of woodworking machines
Demonstrate different finishing techniques: plan, design and construct projects of wood and rocketry
Learn how to tune an automobile engine
Demonstrate knowledge of trouble shooting problems in automobile engines: basic knowledge on how to buy an automobile
Gain basic knowledge of space programs
Space vocabulary, abbreviations, symbols, and flight
Fabricate and launch a model rocket

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ART 1

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Painting, drawing, crafts, ceramics
Design (printmaking), sculpture
Incorporation of art history, photography into the curriculum

Major Goals:

Develop a self-confidence
Develop an awareness of the environment
Develop individual taste and judgement
Develop individuality through self expression
Develop knowledge of care and use of materials
Expose the student to a variety of media
Develop creativity and imagination
Development of art as a leisure time activity

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ART 2

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Painting, drawing, crafts, ceramics
Printmaking, (design) sculpture
Incorporation of art history, photography into curriculum

Major Goals:

Develop self-confidence
Develop a unique and personal style
Understanding the techniques of effective presentation of art work
Develop creativity and imagination
Expose students to a variety of media
Develop knowledge and use of materials
Expand students sense of individuality through self expression
Encourage exploration and experimentation of the art form

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ART I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Painting, drawing, crafts, ceramics
Design (printmaking) sculpture
Incorporation of art history, photography into the curriculum

Major Goals:

Develop a self-confidence
Develop an awareness of the environment
Develop individual taste and judgement
Develop individuality through self expression
Develop knowledge of care and use of materials
Expose the student to a variety of media
Develop creativity and imagination
Develop personal style in art
Use art in life style

Evaluation of Performance:

Recommendations:

Mara Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

SELMONT JUNIOR HIGH SCHOOL

SUBJECT: HOME ECONOMICS 1,2,I

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

The rights and responsibilities of a consumer in our society
Pattern reading and elementary sewing techniques
Human Relations: friends, family, self
Child care and understanding pre-school children
Interpret and applying recipes
The importance of good dietary habits
Housing and home furnishings

Major Goals:

Read and follow instructions carefully and to take pride in work
Use cooking utensils and sewing equipment correctly and to work well with others
Develop a better understanding of pre-school children
Understand the rights and responsibilities of the consumer in society
Demonstrate basic cooking and sewing skills
Develop enjoyable, useful leisure time activities
Develop appreciation and responsibilities for the home environment

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Diane Tribbett, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TYPING

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Technique
  - Posture at typewriter
  - Position of hands
  - Eyes on copy
- The keyboard and basic operations of typewriter
- Problem work on letters, centering, short themes, tabulations

Major Goals:

- Demonstrate proper technique by sitting at typewriter in proper position and by typing without looking at keys
- Type letters in proper form
- Center copy horizontally and vertically and do related problems
- Type with reasonable amount of speed and accuracy

Evaluation of Performance:

Words per minute _____
Errors per minute _____

Recommendations:

Karen Doggett, Principal
Linda Behm, Teacher
Diana Dahlberg, Teacher

_____
Teacher's Signature

Special Note: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

BEST COPY AVAILABLE

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: INSTRUMENTAL MUSIC
Band - Guitar

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Skill development
Appreciation of variety of music forms
Rhythmic patterns and scales
Value of regular practice
Care and tuning of instrument

Major Goals:

Gain excitement and enthusiasm about music and want to continue musical study
Perform with pride and understanding; see value of regular practice; use music as a means of self expression
Have the necessary competencies on his instrument to play with good tone quality, correct position, good phrasing and musical understanding
Be able to perform various scales and scale patterns, various musical patterns at sight with good articulation and good control of dynamics
Take proper care of instrument and make simple value judgments concerning music the student hears and performs
Be able to understand and use the symbols of music, note names and values, rhythmic patterns, key signatures and time signatures, and other musical terms

Evaluation of Performance:

Recommendations:

Marian Doggett, Principal
Ernest Meglischo, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: VOCAL MUSIC

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and vourse goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Vocal technique
Skill in musical reading
Interpretation and expression of music according to the style and text

Major Goals:

Be able to sing with good tone quality, correct posture, correct breathing, good diction, good phrasing and musical understanding
Increase appreciation and enjoyment of all types of music
Be able to understand and use the symbols of music, note names and values, rhythmic patterns, dynamic terms, key signatures and time signatures
Encouraging students to apply what they have learned outside the classroom using music as a leisure activity
Learn the value of regular practice and to perform with pride and self-confidence

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernest Maglischo, Teacher

_____
Teacher's Signature

Special Note To Parents. Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: GENERAL MUSIC

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Variety of musical types and forms
Chords, scales and rythmic patterns
Simple forms of music
Basic performance skills

Major Goals:

Differentiate between various musical forms by musical means
Build, identify and use correctly, chords, scales, time and key signatures in the writing of music
Sing and play music with special attention to style and technique
Develop listening techniques which will increase understanding and appreciation of music
Develop an enthusiasm for music

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernest Maglischo, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: PHYSICAL EDUCATION

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

Male

Individual: gymnasitcs, physical fitness, wrestling, ping pong
Team: soccer, eng. football, basketball, softball, volleyball, track

Female

Individual: physical fitness and appearance, tennis, golf, bowling, badminton, ping pong, modern dance
Team: field hockey - soccer, speedball, gymnastics, volleyball, basketball, softball, track

Major Goals:

Develop an appreciation of physical activity through realizing physical and mental benefits (fun through being healthful)
Improve fundamental physical skills, coordination, strength and endurance
Develop a working knowledge and basic understanding of rules and regulations of recreational and competitive sports for any season
Learn acceptable modes of social behavior through cooperation and good sportmanship with team members, opposing teams, teacher and peers
Development of a positive self-image and confidence in physical ability
Show the value of effort and determination in achieving short and long range goals
Learn activities to be used during leisure time

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Jerry Telle, Teacher
Judy Cooper, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: STUDENT ASSISTANTS

SPECIFIC AREA: _____

Date _____

Number of Weeks Completed:
6 12 18 24 30 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Course goals are outlined below to help parents understand what is being taught and why.

Major Goals:

Develop good habits in being punctual and efficient

Awareness of the importance of making a pleasing impression on the public

Demonstrate success in carrying out instructions

Encourage individual initiative and pride in self

Encourage pride in personal appearance

Provide opportunities for personal growth in business organization

Develop a good working relationship with people

Provide service to school and community

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
David Ostrowski, Teacher
Neal Price, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

APPENDIX B

Keeping Up With Students' Daily Progress...100-112

Teacher In-Service: Teacher Critiques ... 113-115

Guidelines for Improving Student Evaluations 116

Important Elements of Composition 117

Permanent Records Stickers 118

Name _____

Grade Level _____ Date _____

Student evaluation of self:

Efforts put forth:

Accomplishments:

Need to improve upon:

Teacher evaluation of student:

Evaluation of performance:

Recommendations:

Foreign Language

Student Self Evaluation

NAME_____ Spanish 3

Major Goals

Speak the language practiced with acceptable pronunciation and intonation.
Comprehension of the language which the student has learned to speak.
Read and write the language which they learned to speak in class.
Use the language outside the situations in which it was originally learned.
Gain an awareness and appreciation of the culture of the people who speak the language.

"How Am I Doing"

1. Listening																
To Teacher																
To Others																
To Films																
2. Practicing																
By Myself																
With Class																
Outside of Class																
In Small Groups																
3. Participating																
Volunteering																
In Small Groups																
4. Thinking																
5. Assignments																
Class Assignments																
Home Assignments																
6. Bringing Materials to Class																

COLLAGE #1	Was Too Much Attention Paid To The Indivi-dual Objects In The Collage (Is It Trite)		Does The Collage Hold Together As A Composition Do We See It As A Whole Picture Or As A Bunch Of Things		Does He Or She Use Effec-tive Areas Of Dark and Light		Did He Or She Observe The Limit Of Two Colors -- (As Assigned)		Do The Colors Add To The Picture Are They Used Positively		
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	

READING NAME _____

General Behavior										
Prompt										
Supplies										
Follows instructions										
Cooperates										
Effort										
Influence on others										
Use of time										
Completion of tasks										
Responsible										
Independent										
Other										
Silent Reading										
Starts reading on own										
Reads when directed										
Quietly does nothing										
Disturbs others										
Talks about books										
Other										

Dictionary Unit Name _____

Knows parts of dictionary
Knows how to look up words
Knows how to use guidewords
Can use key to help pronounce
Knows v., n., adj.
Contributes to class discussion
Finished assigned words and definitions
Other

INDIVIDUAL WORK	Needs help	Improving
Con. Blends		
Short vowels		
Double vowels		
Silent letters		
Syllabication		
Compound words		
Reading for general facts		
Reading for details		
Reading for inferences		

EVALUATION CHECK LIST - REMINDER, REMINDER, REMINDER

Student's Name _____

General Skills:

Sent. Frag.			
Run - on			
Sp			
Para.			
Punct.			
Caps.			
Proof-read			

Specific area comments

Reliability			
Dependability			
Initiative			
Pride			
Attitude			
Compatibility with others			
Willingness to try new things			

Weekly Plan & Evaluation

Week of _____ Name _____

	What I plan to accomplish	Machine Time	What I did accomplish and why
nday			
esday			
dnesday			
ursday			
iday			

Questions and Comments

Evaluation For Sewing Lab

1. Use of Time
   _____ a.) Uses time wisely; always has something to work on
   _____ b.) Usually makes good use of time
   _____ c.) Uses very little class time for work on project
   _____ d.) Uses too much time for socializing in class

2. Problem Solving
   _____ a.) Tries to solve own problems, and waits patiently for help when unable to do so
   _____ b.) Frustration by problems often causes angry "giving up," but a solution is generally tried first
   _____ c.) Often impatient, often guesses and uses incorrect procedure rather than waiting for help
   _____ d.) Often impatient; often guesses and uses incorrect procedure rather than at least trying for a solution to the problem

3. Reading
   _____ a.) Reads pattern guide sheet independently first, then seeks advice
   _____ b.) Occasionally refers to guide sheet but really doesn't follow it step by step as directed
   _____ c.) Expects teacher to tell every step without any reference to guide sheet; doesn't even try to read or understand it.

4. Preparation
   _____ a.) Well prepared with equipment and materials
   _____ b.) Usually prepared
   _____ c.) Wastes much time because of lack of materials and equipment
   _____ d.) Borrows most equipment

5. Organization
   _____ a.) Has equipment marked with name and puts all materials away properly
   _____ b.) Occasionally leaves things out
   _____ c.) Loses things constantly because they are left out and unlabeled
   _____ d.) Does not put sewing machine away properly

6. Carefulness
   _____ a.) Neat, careful, tries to do things right the first time rather than rushing through
   _____ b.) Usually careful
   _____ c.) Often careless, letting mistakes go uncorrected just to get done in a hurry
   _____ d.) Not very concerned with doing a neat job

7. Ability to Share

_____ a.) Able to share facilities with others
_____ b.) Usually good about shareing
_____ c.) Tends to overuse facilities
_____ d.) Doesn't take initiative to ask for or take own turn with facilities

8. Comments

CLASS DISCUSSION EVALUATION OF PERFORMANCE ---

| STUDENT'S NAME | | |

Science

Period _____

Name _____

| | | |

TECHNICAL ARTS EVALUATION SHEET

Quarter _____ Student: _____

Subject _____ Period: _____

| | | |

Unit: The Library and Related Materials

Period _____

Name _____

Attentiveness?
Participates in discussions?
Turns in assignments?
Follows instructions?
Brings materials?
General Organization?

Locates words		
Derivitives		
Slang		
Colloquial		
Archiac		
Dialectic		
Obsolete		
Nonstandard		
Symbols		
Syllabication		
Definitions		
Abbreviations		

Commendation?

Recommendation?

INSTRUCTIONS FOR TEACHER CRITIQUE

10-31-73

Teachers,

Please study the criticisms carefully, and then return the two papers to me.

I would be happy to discuss the criticisms with you.

Maran

October 31, 1973

Teachers:

Please note constructive criticism about the attached report and pass this form and attached evaluation onto another teacher. The author will get your criticism eventually:

1. Could be more concise - combine 1st 2 sentences
2. not on sentences - watch grammar |
3. good suggestions and recommendations
4. good content
5. Watch sentences and punctuation
6. Topics of study should be indicated, that have been covered in the 1st 6 weeks.
7. Many comments under evaluation of performance belong
8. under recommendations
9. What are you studying
10. Generally, explains your observations well and in specific enough to be clear to parents and to Matt how he needs to improve.
11. SEEMS A LITTLE AWKWARD BUT GIVES SPECIFIC IDEAS
12. OF PROFICENCIES ; RECOMMENDATIONS.
13. watch how you phrase sentences
14. Good points are made but you should try
15. to organize thoughts better.
16.
17.
18.
19.
20.
21.
22.
23.

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES III

Date Oct-16-1987

Number of Weeks Completed:
(6) 12 18 24 30 36

Parents of Matt Shearer

Grade Level 7 8 (9)

The following is an evaluation report on your child's performance. General topics of study and course goals are outlined below to help parents understand what is being taught and why.

Major Topics of Study:

- Legislative branch of government
- Executive branch of government
- Judicial branch of government
- Contemporary issues - current events
- Two party system - political party action
- National party conventions
- Due process of law and constitution of the U.S.A.

Major Goals:

- Develop the ability to think critically and creatively
- Understand the democratic process
- Develop attitudes that are needed for effective citizenship in a democratic society
- Participate effectively in the political process of our democratic society
- Evaluate our legal system and how the system of checks and balances work

Evaluation of Performance:

Matt needs to consistently participate in class; when he does participate he's a good motivator of other students; easily distracted. Has ability to listen and read critically but again is not consistent! Read newspapers and get facts before forming an opinion. Is doing much better last couple of weeks.

Recommendations:

Discuss current events at home question opinion may help realize facts are important. Listening in class may help explain questions he has.

Maran Doggett, Principal
Judy Cooper, Teacher

Judy Cooper
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

October 31, 1973

TO: Staff

TOPIC: General Guidelines For Improving Student Evaluations

1. Make a statement about the student's grasp of content which relates to one or more of the "Major Topics."

2. Make a comment about the student's overall progress in class.

3. Avoid colloquial terms which have negative connotations, e.g., sleepy silly, messy, etc.

4. Comment on the student's study habits.

5. Be more positive and comprehensive.

6. Comment on the student's attitude toward class, people and/or self.

7. Be more <u>specific</u> in explaining what you feel are the "causes" and "effects" of a student problem.

Important Elements of Composition

1. WRITE IN THE ACTIVE VOICE .....John follows instructions well.

   John has been following instructions well.

2. BE DIRECT ..... Mary should ask more questions and offer more comments to increase her understanding of assignments.

   In my opinion, since the first week of school, Mary has been somewhat afraid to ask questions and make comments during class discussions.

3. USE INFORMAL LANGUAGE ..... I am very pleased with Tom's development of his critical thinking skills.

   I commend Tom for his intellectual growth in the processes of critical reasoning.

4. OMIT NEEDLESS WORDS Cathy should complete the assignments and turn them in when they are due.

   In order for Cathy to improve her academic performance in Social Studies III, she should strive to finish the work which she begins and submit it when it is due.

5. BE POSITIVE..... Billy should listen more closely to my instructions.

   Billy never listens to the instructions of his teacher.

6. COMBINE IDEAS..... Fred is a good listener who gains much from class discussions.

   Fred does well in class discussions. He also takes pride in listening to what others have to say.

7. BE DESCRIPTIVE AND EMPHATIC.....It is essential that Eddie meet with me each Tuesday at 3:00 to get extra help with multiplication; please encourage him to work with me.

8. USE A DESIGN WHICH MINIMIZES REPETITION..... Build from specific observations toward helpful conclusions.

9. USE PUNCTUATION WHICH HELPS YOU EXPRESS YOURSELF DIRECTLY, CONCISELY, AND MEANINGFULLY..... Combine similiar ideas into one sentence with the use of conjunctives preceded by commas... use semi-colons to combine closely related thoughts ... the colon signals the reader that what follows is a clarification or expansion of what preceded.

PERMANENT RECORDS STICKERS

REYNOLDS-DREW S 937451
SCH-640 LEVEL-03 06/07/73

7582	PE II	C	1.0
406	MATH II	D	1.0
500	FRE I	D	1.0
705	ART 2	A	.5
704	ART 1	B	.5
102	LA II	B	1.0
306	SCI II	C	1.0

TOTAL CREDIT 6.0

REYNOLDS, DREW 937451
Grade 9 6-7-74

PE III
LA III
ART I
MATH III
T.A. 3 & 4
ART 1 & 2

UNITS COMPLETED 6.0

ALEXANDER-PEGGY 937716
SCH-640 LEVEL-07 06/07/63

405	MATH I	B	1.0
550	SPA I	B	1.0
101	LA I	B	1.0
190	SS I	A	1.0
7591	PE I	B	1.0
305	SCI I	C	1.0

TOTAL CREDIT 6.0

ALEXANDER, PEGGY 937716
Grade 8 6-7-74

LA II
MATH II
SCI II
PE II
T.A. 1
HO.EC. 1
ART 1
TYP 1

UNITS COMPLETED 6.0

ANDERSEN, PAUL 016372
Grade 7 6-7-74 640

PE I
MATH I
SCI I
LA I
S.S. I
ART 1
T. A. 1

UNITS COMPLETED 6.0

BOTTOLFSON, KAREN 084202
Grade 7 6-7-74 640

S.S. I
MATH I
SCI I
SPA I
LA I
PE I

UNITS COMPLETED 6.0

APPENDIX C

Staff Evaluations of System 120-130

Parent Surveys and Responses 131-134

Student Surveys and Responses 135-137

Observations by Outside Team 139-143

TO: Staff

FROM: Maran

SUBJECT: Questionnaire on Student Evaluations

1. What is the average amount of time you spent filling out each student evaluation form?

2. What is the biggest problem in completing the student evaluations?

3. What could make this process easier for you?

4. How does this process specifically benefit you the teacher in contrast to the ABC system?

5. Do you feel more or less supportive of this system and why?

6. How are your students in general reacting to the contents of the evaluations?

Negative Very Negative Indifferent Positive Very Positive

(Circle One)

NOTE: Please place this form in my box upon completion. Teacher signatures are not needed.

October 24, 1974

TO: Staff

FROM: Maran

SUBJECT: Tabulation of Teacher Response to "Questionnaire on Student Evaluations"

1. What is the average amount of time you spent filling out each student evaluation form?

   a. 15 to 20 minutes -- one teacher
   b. 10 to 15 minutes -- three teachers
   c. 10 minutes -- four teachers
   d. 6.6 minutes -- one teacher
   e. 5 to 8 minutes -- three teachers
   f. 1 to 3 minutes -- two teachers

   AVERAGE -- 8.7 minutes per evaluation

2. What is the biggest problem in completing the student evaluations?

   a. Composing thoughts -- two teachers
   b. Being original -- one teacher
   c. Time -- five teachers
   d. Personal organization of time -- one teacher
   e. Being concise -- three teachers
   f. Being positive -- three teachers
   g. Being critical -- one teacher
   h. Being too repetitious -- one teacher

3. What could make this process easier for you?

   a. Better daily procedure for noting progress -- six teachers
   b. A different type form -- one teacher
   c. Attach a check list -- one teacher
   d. Better personal organization of time -- two teachers
   e. More on-going evaluations -- one teacher
   f. Uncertain -- one teacher
   g. More experience with the system -- two teachers
   h. Not having them due on Monday -- one teacher

4. How does this process specifically benefit you the teacher in contrast to the ABC system?

   a. Know students better -- seven teachers
   b. Chance for more positive comments -- two teachers
   c. None. I'm use to the ABC system -- one teacher
   d. "In some cases." -- one teacher

e. More personal for student and parent. -- one teacher
f. More personal direction for teacher -- two teachers
g. Better communication with students -- five teachers

5. Do you feel more or less supportive of this system and why?

a. Thirteen teachers feel "more" supportive of this system because:
Good reaction of kids
More informative
Better student-teacher-parent communication
Makes better teachers for students
More realistic

b. One teacher indicated that he or she felt "in between" being more or less supportive because "the system must be reinforcing for it to be of value plus it must be a definite indicator of progress and achievement."

6. How are your students in general reacting to the contents of the evaluations?

a. Negative -- one teacher
b. "Mildly" positive -- one teacher
c. Positive -- nine teachers
d. Between positive and very positive -- one teacher
e. Very positive -- two teachers.

December 6, 1973

TO: Staff

FROM: Maran

SUBJECT: Tabulation of Teacher Responses to "Second Questionnaire on Second Student Evaluations"

1. What is the average amount of time you spent filling out each student evaluation form?

   a. 7 minutes -- one teacher
   b. 8 minutes -- two teachers
   c. 10 minutes - four teachers
   d. 5 minutes -- two teachers
   e. 5 to 10 minutes -- two teachers
   f. 6 to 8 minutes -- one teacher
   g. 6 minutes -- one teacher

   Average -- 7.9 minutes per evaluation.

2. What is the biggest problem in completing the student evaluations?

   a. Thinking of recommendations for student doing very well -- three teachers
   b. Marking periods don't correspond with length of units -- one teacher
   c. Time -- two teachers
   d. Being objective, positive -- one teacher
   e. Collecting appropriate information -- two teachers
   f. Positive, constructive criticisms -- one teacher
   g. Sentence structure -- one teacher
   h. Being repetitious and positive -- one teacher
   i. Organizing comments -- one teacher
   j. Staying with it till you complete them -- one teacher

3. What could make this process easier for you?

   a. More will and determination on my part -- one teacher
   b. Better records, check lists, etc. -- three teachers
   c. Having each 9 weeks instead each 6 weeks -- one teacher
   d. Improve writing skills -- one teacher
   e. Better personal organization -- one teacher
   f. "I think it is a problem necessary to the type of evaluation we are attempting." -- one teacher
   g. Making units correspond to 6 weeks or vice-versa -- one teacher

4. How does this process specifically benefit you the teacher in contrast to the ABC system?

   a. Better understanding of students and their progress -- one teacher
   b. Gives me chance to be more specific and positive -- two teachers
   c. Better chance to work with students and their problems -- one teacher
   d. Get to know the students better both personally and educationally -- three teacher
   e. Fair reporting to parents -- one teacher
   f. Keeps me more alert to student skills and abilities -- one teacher
   g. More accurate record of student progress -- one teacher
   h. Makes me more perceptive -- one teacher
   i. Chance to be more positive with parents -- one teacher

5. Do you feel more or less supportive of this system and why?

   a. Fourteen teachers feel "more" supportive of this system because:
      Is making students more responsible
      Better rapport with students
      Chance to help students more
      "It simply makes more sense."
      "Makes learning more relevant, more real to students and me."
      Greater feedback benefits students
      Student expectations clearer
      Good results for students
      Better communication with parents
      "Less threatening to kids"
      More accurate than grades

6. How are your students in general reacting to the contents of the evaluations?

   a. Between Indifferent and positive -- two teachers
   b. Positive -- eleven teachers
   c. Very positive -- one teacher

January 25, 1974

TO: Staff

FROM: Maran

SUBJECT: Tabulation of Teacher Responses to "Second Questionnaire on Third Student Evaluations"

1. What is the average amount of time you spent filling out each student evaluation form?

a. 3 minutes -- one teacher
b. 3 to 5 minutes -- two teachers
c. 5 minutes -- one teacher
d. 7 minutes -- three teachers
e. 7 to 10 minutes -- one teacher
f. 8 minutes -- two teachers
g. 9 minutes -- one teacher
h. 10 minutes -- two teachers
i. 12 minutes -- one teacher
j. 15 minutes -- one teacher

Average -- 7.8 minutes per evaluation

Note: Thirteen of fifteen teachers required 10 minutes or less, and their average was 7.3.

2. What is the biggest problem in completing the student evaluations?

a. Thinking of good recommendations
b. Discipline self to do a good job in the allotted time
c. Trying to decide if all the work is worth it in the long run
d. Six week periods don't go along with nine week units
e. Stating them positively
f. Repeating same words too often
g. Writing good recommendations
h. Lack of enough appropriate information
i. Using same criteria for evaluation and not really commenting on the individual
j. Specific records on cognitive skills

3. What could make this process easier for you?

a. Taking more notes on students during six weeks
b. Change the system to 10 most used comments
c. A standardized form
d. Make them on a 9 week basis
e. Think more positively
f. Compose thoughts better
g. More practice
h. A better on-going evaluation system

4. How does this process specifically benefit you the teacher in contrast to the ABC system?

   a. Combining affective and cognitive
   b. Kids relate better to it
   c. Forces me to be more psecific
   d. I have become more aware of tatal student and his program
   e. Spend less time on test to determine grades
   f. Better communication with students and parents
   g. Gives me a chance to praise students more
   h. Clearer view of what the student and I are accomplishing
   i. Easier to see teaching errors
   j. More aware of amount of material covered
   k. Better know the strengths and weaknesses of students

5. Do you feel more or less supportive of this system and why?

   a. Thirteen feel "more" supportive because:
      Better individualizing of teaching
      Greater awareness of problems
      Positive effects on students and teachers
      More general awareness
      Kids are working harder
      Better communication between students and teachers
      I'm gaining confidence in its results
      I'm judging less and being more observant

   b. One has mixed reaction:
      More supportive as to attitudes, but less supportive as to work accomplished by students

   c. One is supportive with many reservations.

6. How are your students in general reacting to the contents of the evaluations?

   a. Between indifferent and positive -- two teachers
   b. Positive -- ten teachers
   c. Between positive and very positive -- two teachers

TO: Staff

FROM: Maran

SUBJECT: Evaluation of Student Evaluation System

Explanation: This is the final evaluation, so give it careful thought. Consider the system over the last 25 weeks in which it has been in effect as opposed to one six weeks period.

As much as possible, weigh this system against the ABC system which you have experienced as a student and/or a teacher

We are looking for the better system of the two. Better for students, teachers, and parents.

The following statements are of a general nature and leave room for some exception. Please feel free to make comments.

Attached you will find the summaries of the staff evaluations for the first three periods which might be of help to you in making decisions about the following statements.

Students and parents will also have an opportunity to evaluate this system.

Please return this evaluation by next Monday.

1. This system has increased student motivation by lessening unfair grade competition, which is a part of the ABC system.

   A. B. Disagree c. Other (Explain)

2. The teacher has more objectivity in evaluating student progress under this system than with the ABC system.

   A. Agree B. Disagree C. Other (Explain)

3. With this system the teacher can communicate more clearly the strengths and needs of students to the students and their parents better than under the ABC system.

   A. Agree B. Disagree C. Other (Explain)

4. This system encourages a more realistic self-concept among students than the ABC system.

   A. Agree B. Disagree C. Other (Explain)

5. The business of evaluation is less threatening to students with this system than with the ABC system.

   A. Agree B. Disagree C. Other (Explain)

6. I can deal more effectively with individual differences of students under this system than with the ABC system.

   A. Agree B. Disagree C. Other (Explain)

7. With this system student evaluation has become a more integral and on-going part of learning than under the ABC system.

   A. Agree B. Disagree C. Other (Explain)

8. I prefer to go back to the ABC system next year.

   A. Agree B. Disagree C. Other (Explain)

9. I prefer this system for next year with the following changes.

   A. Agree B. Disagree (List any recommended changes below:)

TO: Staff

FROM: Maran

SUBJECT: Tabulation of Teacher Responses to "Final Questionnaire on Student Evaluations"

1. This system has increased student motivation by lessening unfair grade competition, which is a part of the ABC system.

   a. Agree -- 7 teachers
   b. Disagree - 4 teachers
   c. Comments:
      (1) Has increased motivation with less skilled students -- 2 teachers
      (2) Has lessened unfair competition, but has not necessarily increased motivation -- 3 teachers
      (3) It has not increased or decreased motivation -- 4 teachers
      (4) The ABC system is better, but motivation is not as strong -- 1 teacher

2. The teacher has more objectivity in evaluating student progress under this system than with the ABC system.

   a. Agree -- 15 teachers
   b. Disagree -- 1 teacher
   c. Comments:
      (1) Criteria can be used for both systems -- 1 teacher
      (2) More objective evaluations with new system -- 2 teachers

3. With this system the teacher can communicate more clearly the strengths and needs of students to the students and their parents better than under the ABC system.

   a. Agree -- 16 teachers
   b. Disagree - 0 teachers
   c. Comments:
      (1) Combination of ABC system and evaluations would be more communicative -- one teacher

4. This system encourages a more realistic self-concept among students than the ABC system.

   a. Agree -- 12 teachers
   b. Disagree -- 0 teachers
   c. Comments:
      (1) ABC system might offer better structure -- 1 teacher
      (2) Some students may think they don't need to be told of areas for improvement -- 1 teacher
      (3) A combination of the two systems would help -- 1 teacher

5. The business of evaluation is less threatening to students with this system than with the ABC system.

   a. Agree -- 15 teachers
   b. Disagree -- 2 teachers
   c. Comments:
      (1) Some students see "recommendations" as a bad report -- 1 teacher
      (2) Some threat is still necessary with the new system -- 1 teacher

6. I can deal more effectively with individual differences of students under this system than with the ABC system.

   a. Agree -- 16 teachers
   b. Disagree -- 1 teacher
   c. Comments:
      (1) I have dealt more effectively with individual differences more this year than in the past -- 1 teacher
      (2) This system has caused me to be more empathic with students -- 1 teacher

7. With this system student evaluation has become a more integral and on-going part of learning than under the ABC system.

   a. Agree -- 13 teachers
   b. Disagree -- 2 teachers
   c. Comments:
      (1) The teacher can deal better with <u>how</u> students learn instead of with just <u>what</u> they learn under the new system -- 1 teacher

8. I prefer to go back to the ABC system next year

   a. Agree -- 1 teacher
   b. Disagree -- 14 teachers
   c. Comments:
      (1) A combination of the ABC system and this system will be better -- 1 teacher

9. I prefer this system for next year with the following changes.

   a. Agree -- 16 teachers
   b. Disagree -- 1 teacher
   c. Comments:
      (1) The evaluations should be given to students and parents each 9 weeks as opposed to 6 weeks -- 12 teachers
      (2) An objective progress report (check list) should be sent to parents and students in the middle of each 9 week period -- 7 teachers
      (3) There should be more student input on evaluations -- 1 teacher
      (4) Teachers should get release time to write evaluations -- 1 teacher
      (5) Teachers need more help in writing student evaluations -- 2 teachers
      (6) Use a form which explains course goals and objectives with letter grades -- 1 teacher
      (7) Letter grades should be used each 9 weeks -- 1 teacher
      (8) Provide a place on report to encourage parent conferences -- 1 teacher
      (9) Provide envelope for evaluations and place for teacher initial -- 1 teacher
      (10) Survey the students to determine if they want to continue with the honor roll -- 1 teacher

November 29, 1973

Parent Survey On Student Evaluation System

Instructions: Please fill out the survey without consulting your child. Do not sign it, and return it with your child tomorrow.

Circle the response in each question which is closest to your opinion.

I. Are you pleased with the new system of student evaluation?

1. Yes 2. Undecided 3. No

II. Please list the main reasons for your pleasure or displeasure with the evaluation system.

III. Does this evaluation system tell you more about your child's performance in school than the ABC system?

1. Yes 2. Same 3. No

IV. In your opinion, does your child seem to be trying harder this year than last year?

1. Yes 2. Same As Last Year 3. No

V. Are the evaluations, generally, communicating the strengths and needs of your child to you more than the ABC system?

1. Yes 2. Undecided 3. No

VI. After two student evaluations, do you prefer this system over the ABC system?

1. Yes 2. Undecided 3. No

Would you like to offer any other comments about the above questions?

April 1, 1974

Parent Survey On Student Evaluation System

Instructions: Please fill out the survey without consulting your child. Do not sign it, and return it with your child tomorrow.

Note: To date, 16 out of 17 staff members feel that this system should continue with written evaluations going out each nine weeks with a comprehensive progress report to parents in the middle of each nine week period.

Circle the response in each question which is closest to your opinion.

I. Overall, have you been pleased with the new system of student evaluation this year?

1. Yes 2. Undecided 3. no

II. Please list the main reasons for your pleasure or displeasure with the evaluation system.

III. Has this evaluation system told you more about your child's performance in school than the ABC system would have?

1. Yes 2. Undecided 3. No

IV. In your opinion, has your child seemed to be trying harder this year than last year?

1. Yes 2. Undecided 3. No

V. Have the evaluations, generally, communicated the strengths and needs of your child to you more than the ABC system would have?

1. Yes 2. Undecided 3. No

VI. After four student evaluations, do you prefer this system over the ABC system for next year?

1. Yes 2. Undecided 3. No

Would you like to offer any other comments about the above questions?

SUBJECT: Comments Given by Parents on Parent Surveys

RESPONSE: Pleased with Program

1. Provides parent with better understanding of child's progress - 36.
2. Provides more personal relationship between teacher and student - 8.
3. More specific about strengths and weaknesses - 14.
4. Seems to have prompted my child to work harder this year - 7.
5. Seems to enable child to work at his own speed - 3.
6. I am unable to attend the student conferences and the new system therefore gives me a chance to get to know the teacher - 1.
7. Gives the parent a better understanding of the actual work being done in class - 6.
8. It provides the means for the parent to help the student along with teacher - 1.
9. Gives more room for open communication between teacher - student-parent - 5.
10. Seems to treat each child as an individual - 3.
11. Allows the parent to check back to see if suggestions for improvement are being followed - 1.

RESPONSE: Undecided about Program

1. Teachers' explanations are not complete enough to tell the entire story - 1.
2. Teachers seem to contradict themselves in evaluating performance - 2.
3. Seems to be a duplication of ideas expressed during teacher conferences - 1.
4. Old habits are hard to break - 1.
5. The system is only as good as the teacher making the evaluation - 1.

RESPONSE: Displeased with Program

1. Does not give true indication of child's efforts - 4.
2. Places too much emphasis on child's personality and not enough on academic progress - 2.
3. The evaluations are too long and it gives the parent too much to read - 1.
4. The reports don't make sense and I can't read half of them - 1.
5. My child is not trying as hard this year - 1.

ADDITIONAL COMMENTS OFFERED

1. Should combine the ABC system with the new evaluations system - 10.
2. The new system should be continued beyond the present school year - 1.
3. New system might present problems during school transfers - 2.
4. The teachers should be complimented for the amount of time and work given the new system - 4.
5. Second report was much better than the first - 2.
6. Teachers should either proof read more carefully or learn to spell.

November 19, 1973

DO NOT SIGN YOUR NAME!

Student Survey

Grade Level: 7 8 9
(circle one)

Be as honest as you can, and circle the answer that is most correct for you.

I. As a student this year are you trying harder in your classes than you did last year?

(1)	(2)	(3)
Trying more than last year	The same as last year	Not trying as hard as last year

II. If you answered (1) above, then briefly explain why you are trying more this year. If you answered (3), briefly explain why you are not trying as hard this year. If you answered (2), briefly explain why there is no change in your effort.

APRIL 1, 1974

DO NOT SIGN YOUR NAME!

Student Survey

Grade Level: 7 8 9
(circle one)

Be as honest as you can, and circle the answer that is most correct for you

I. As a student this year have you tried harder in your classes than you did last year?

(1)	(2)	(3)
Trying more than last year	The same as last year	Did not try as hard as last year

II. If you answered (1) above, then briefly explain why you tried more this year. If you answered (3), briefly explain why you did not try as hard this year. If you answered (2), briefly explain why there has been no change in your effort.

III. If you were going to be at Belmont next year instead of going to high school or moving away, would you want this system to continue?

(1)	(2)	(3)
Yes	Undecided	No

Subject: Student Comments from November-April Surveys

Reasons given by the 149 students for trying harder this year:

38	(16%)	Trying to learn more
29	(12%)	Get and/or getting better evaluations or grades
23	(10%)	School is more fun and interesting
17	(07%)	(The students answeres were too nebulous to assess)
14	(06%)	School is more difficult
8	(03%)	Get better prepared for high school and college
7	(03%)	The new evaluation system is better
7	(03%)	To make academic honor roll
6	(02%)	Stay on or go out for athletic teams

Reasons given by 24 for not trying as hard this year:

7	(03%)	Would do better with the ABC system
6	(02%)	School's too easy
6	(02%)	(The students answers were too nebulous)
3	(01%)	School's too boring
2	(01%)	Don't pay attention in class

Reasons why 69 said no difference in effort this year:

Many indicated they were trying their hardest already. Some just didn't know why, and others offered no responses. Regardless of their responses, these students indicated that little or nothing has changed their attitudes toward working harder or doing less in their classes.

March, 1974

BEST COPY AVAILABLE

Total Average of all the Means

Belmont Student Survey	8 State Student Survey
3.63	2.90

Individual Breakdown of all Items

Positive Items - (Higher the mean between 1 & 5, the more they agree.)
(Questions 1-16)

		Mean Belmont	Mean 8 State Survey
1.	Students here are treated as responsible persons	3.86	2.63
2.	This school is a pleasant place to be.	3.88	2.68
3.	Students are friendly at our school.	3.58	2.49
4.	The rules at this school seem to be fair and reasonable.	3.98	2.50
5.	Most students obey the school rules.	3.22	2.92
6.	Students are trusted at this school.	3.70	2.97
7.	I personally feel a part of the activities that go on in this school.	3.55	2.63
8.	Students treat each other with respect at this school.	3.12	3.29
9.	The students in this school are friendly to me.	3.64	2.27
10.	The principal here is willing to listen to students who have a problem.	3.32	2.43
11.	The principal here is warm and friendly.	3.30	2.48
12.	The teachers are willing to hear students' complaints.	3.55	2.72
13.	Most teachers are friendly at this school.	4.10	2.14
14.	Most teachers in this school understand kids fairly well.	3.84	2.40
15.	Most teachers at this school try to treat kids fairly.	3.64	2.43
16.	Most of the teachers here are interested in the feelings and personal problems of students.	3.39	2.86

Negative Items - (The higher the mean the more they disagree.)
(Questions 17-29)

17.	Students are seldom treated as human beings at this school.	3.71	3.58
18.	There are many things at this school which need to be changed.	2.79	2.30
19.	The rules are too strict at our school.	3.70	3.51
20.	Students like the kids in this school.	3.73	4.03
21.	The principal here is too strict with students.	3.59	3.72
22.	Most teachers in this school are distant and hard to know.	3.53	3.39
23.	Teachers here seem to take pleasure in making students look stupid.	3.78	3.38
24.	Most teachers here don't understand the problems of students.	3.50	3.47
25.	The teachers in this school seem to enjoy making students suffer.	3.62	3.38

BELMONT EVALUATION AND REPORTING PLAN

Parents' Perceptions

Parents agreed that it is the school's responsibility to plan and see to it that each pupil is learning. The parents feel they need to know:

a. Standards of performance set for each grade level or course for a typical student.

b. The content of what pupils are expected to learn.

c. How their particular pupil is progressing relative to the standards set for the typical pupil.

d. How their particular student compares with the achievement standards set by the R-1 District.

Parents felt that if they had this information they could aid in motivating their own pupils.

Parent's Perceptions of System Currently Operating

1. The new forms tell more than the A B C cards.
2. Parents are learning more about students in the affective area.
3. The new system stimulates more self-evaluation on the part of pupils.
4. The new system makes teachers consider more intensively what the responsibilities of the school are.
5. More than one parent indicated that she doubted that the teacher had truly analyzed her youngster's progress. The reports were too saccharin, and some real issues were brushed over.
6. Several times it was mentioned that specific teachers did not write either legibly or with effective language.
7. All parents indicated support for the Belmont staff and appreciation for improvements that had occurred.

Parents' Perceptions of Needed Improvement

1. One parent particularly wished to have the A B C added to the new form.
2. All parents indicated a feeling that they have too imprecise a notion of what progress their youngster is making.
3. They proposed adding a conferencing period for parents who would use it.
4. In the conference they would hope to get precise knowledge of what objectives their youngster had attained in an objective referenced curriculum.
5. In the conference they would hope to get precise information of where their pupil stood with respect to the district testing program.
6. They feel that the school should not be shielding parents from any "bad news" since parents have responsiblity for planning with and for their own offspring.

Pupils' Perception of the New Reporting System

1. All felt that the old A B C system told them precisely how they stood.

2. The new system in their words "leaves the student floating." The students appeared to regard the new reporting system as vague and nebulous.

3. Several pointed out that even if the student is cited for excellence, he still gets a lot of recommendations for improvement.

4. One student voiced severe apprehensions as to whether she can keep up next year in Jefferson High. She feels she has no way of knowing her capabilities with respect to students from other junior highs. (Perhaps a more precise explanation of the district testing program results for her would have given her greater confidence.)

5. Students readily admitted that they had conspired to keep parents from too close contact with teachers.

6. To this observer, it appeared that pupils do not see learning as a continuum. They appear to see it as a series of unrelated incidents dreamed up by teachers.

7. Several comments occurred about specific teachers—one couldn't write legibly, one waited until the last moment to record his documentation, and students doubted this teacher's sincerity, and some teachers appeared to brush over real problems in order to curry favor with parents.

Teachers' Perceptions

1. Teachers carefully avoided being critical of anything.

2. There were comments that while they liked the new plan, it required much more work.

3. One expressed the view that as a result of new reporting she is a better teacher—now she has to determine more precisely her responsibilities to students.

4. One felt that she is learning to use the new system better. She has learned how to accummulate data and report it more objectively and concisely.

5. All felt that communication with parents is improved by the new system.

6. There are some parents it seems virtually impossible to contact by any means.

Dwight W. Cook

APPENDIX D

Student Mid-Quarter Reports..... 145

Complete Set of Revised Evaluations..... 146-176

STUDENT MID-QUARTER PROGRESS REPORT

Course _____ Date _____ Student _____

To date, I am generally (pleased - displeased) with _____
(circle one)

progress.

Comments:

Teacher Signature _____

Special Note: Please call the teacher at 237-1393 between 7:45 a.m. and 8:45 a.m. if you have any questions or comments about this report. Also, teacher comments above are not mandatory.

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS I

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- The library and related materials
- The use of dictionary and vocabulary development
- Language as a vehicle through which attitudes are revealed
- Science Fiction: inference, fact, opinion, speculation, learning and figure of speech
- Greek and Roman Mythology and comparison of cultures
- A study of spelling

Student Outcomes -- Students Are Expected to Demonstrate the Following:

- Reference skills using library materials and basic library techniques.
- Critical thinking skills through the study of literature: distinguish fact from opinion, speculation and use of inference.
- Basic oral and written communication skills.
- Appreciation of and skill in reading for understanding.
- Consistent application of good sentence structure and correct spelling.
- A personal style of writing and creative expression.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robert Finan, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST INFORMATION:

FINAL REPORT: YES - NO
(Circle One)

HELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS II

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 8

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Purpose, audience, structure, point of view in language
Propaganda devices and techniques
Mass media and their effects upon modern life
Folklore in America
Young people maturing, seen through literature and self-examination
Mechanics and skills of reading and writing

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Understanding of the nature of language, its history, purposes, levels, and the impact of modern technology on verbal communication.
Understanding of the folklore of the various cultures that comprise our American heritage.
Insight into the common problems of growing up.
Improved basic oral and written communication skills.
Increased appreciation and skill in reading.
Increased pride in himself.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Amy Barry, Teacher
Connie Self, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

157

STANDARDIZED TEST INFORMATION:

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LANGUAGE ARTS III

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

The short story
The play's the thing: A Study of Drama
Careers: Language, Work and You
The contemporary journal: A Look at the Newspaper
Optional: Poetry, Satire and Comedy or The Novel

Student Outcomes -- Students are Expected to Demonstrate the Following:

Skill in sentence and paragraph development and the confidence to use both written and spoken words to express thoughts and feelings effectively.
Enjoyment of reading as a leisure activity as well as a source of understanding.
Insight into various occupations and the personal qualities necessary for success in them.
Honesty and pride in one's self so the student can realistically view the potential he has to make positive contributions to others.

Evaluation of Performance: _____

Recommendations:

Maran Doggett, Principal
Connie Self, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST INFORMATION:

158

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: READING

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:
Comprehension and word attack skills
Vocabulary Development
Application of basic reading skills

Student Outcomes -- Students Are Expected to Demonstrate the Following:
Improved reading skills through work in phonics and comprehension.
Improved vocabulary -- both oral and written.
Critical reading skills necessary for everyday life.
Use of reading as an enjoyable leisure activity.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Amy Barry, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: MATH I

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Whole numbers, fractions, decimals, percents, and other types of numbers
- Number relationships
- To understand addition, subtraction, multiplication, and division by using models and illustrations
- Basic geometric concepts
- Measurements

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Accuracy in solving addition, subtraction, multiplication, and division problems.
- Efficient methods in problem solving.
- Describe geometric figures by use of basic concepts.
- Use basic measuring devices.
- Calculate perimeters, area, volumes.
- Construct and interpret line graphs.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal

_____
Teacher's Signature

Special Note to Parents: Please contact your child's teacher if you would like to discuss this evaluation of your child's performance. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST SCORES

FINAL REPORT: YES - NO
(Circle One)

HELMONT JUNIOR HIGH SCHOOL

SUBJECT: MATH II

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Whole numbers, fractions, decimals, percents and other types of numbers
- Number relationships
- Solving word problems
- Geometric concepts and constructions
- Understanding and using graphs
- Measurement
- Pre-algebra concepts

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Accuracy in solving addition, subtraction, multiplication, and division problems.
- Efficient methods in problem solving.
- Basic geometric construction.
- Locate points in a coordinate system.
- Interpret percentage problems.
- Use of exponental notations
- Recognize and use the metric system.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST INFORMATION:

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

*SUBJECT: GENERAL MATH

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Whole numbers, fractions, decimals, percents and how they relate to each other
- Consumer math: banking, investing and loans
- Household and practical skills: math related to home economics, technical arts, typing, etc.
- Recreational math
- Learning to use time saving devices
- Understanding and using graphs

Student Outcomes -- Students Are Expected to Demonstrate the Following:

- Accuracy in solving addition, subtraction, multiplication and division problems.
- Use of measurement devices.
- Practical use of math in everyday life.
- Interpret scale drawings; draw lines and objects to scale.
- Use of percents to solve interest and other practical problems.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST INFORMATION:

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL) SUBJECT: ALGEBRA I

Date _____ Number of Weeks Completed:
9 18 27 36

Parents of _____ Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Whole numbers, fractions, decimals, percents, square roots, and algebraic numbers as they relate to one another
Abstract numbers as they are used in equations and inequations
Solving word problems
Understanding and using graphs
Individual projects stressing practical application of algebra

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Accuracy in solving addition, subtraction, multiplication and division problems.
Solve equations and inequations by using the properties of equality and addition and multiplication.
Graph linear equations; describe the function rule of a line or a table of ordered pairs.
Identify irrational numbers and apply rules to irrational numbers.
Solve original math problems.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robyn Wood, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

STANDARDIZED TEST INFORMATION:

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: LIFE SCIENCE

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Interaction of all living and non-living things
Various systems of the body, including the circulatory, reproductive, nervous, digestive, and excretory systems
Man's effect on the ecological balance of his environment
Organisms change as a result of genetics and heredity
The process of evolution

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Knowledge of how man influences his environment.
Skill in scientific methods of investigation.
Understanding of genetics, evolution, and ecology.
Appreciation and knowledge of anotomy, physiology, and important biological functions of the human being.
Understanding of important scientific terms and concepts.
Understanding and appreciation of the value of life.
Skill in drawing conclusions based on sound evidence.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Linda Behm, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: PHYSICAL SCIENCE

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Relationship between volume, mass and measuring matter
Characteristic properties of matter such as boiling, freezing points, solubility, and density.
Separation of substances by their characteristic properties
Atomic particles combine to form atoms, elements, and compounds

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Skill in application of the metric system and graphing techniques.
An appreciation of the universe.
Understanding of the relationship of compounds, elements, atoms, and molecules.
Sound lab technique for scientific inquiry.
Understanding of important terms and concepts of physical science.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Mike Saich, Teacher
Linda Behm, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: EARTH SCIENCE

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

An analysis of the various weather conditions
The importance of clean water
Integrating concepts of time and its measurement
The formation of rocks, soils, and continents
The solar system and earth in space
The interaction of man and his environment

Student Outcomes -- Students Are Expected To Demonstrate The Following:

Skills in observing and understanding natural changes.
How to predict future events through the analysing of events in the past.
A workable approach for investigating natural changes.
An awareness of the complexity of nature.
Understanding the impact of man-made changes on earth.
A basic knowledge of earth processes and a conciousness of the environment.
Understanding of important terms and concepts of earth science.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Mike Saich, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES NO

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES I

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Exploring the sciences related to the study of society: sociology, history, economics, politics.
Exploring the way man lives: customs, manners, cultures, and traditions.
Study of man's total environment.
World and local geography, familiarization with places, their location and their names.
In-depth area study projects to familiarize students with other countries.
Current events.

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Understanding of how society influences mans attitude toward life.
Awareness and an understanding of the differences existing between peoples of the world: politically, social, and geographic.
Knowledge of places of the world, their names, where they are located, and the influences each exert on the other.
A knowledge of the social and cultural ideas of countries, including the United States.
Complete at least one major project.
How to analyze and relate current events to self and society.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernie Maglischo, Teacher
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES II

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- The Colonial period
- The Civil War
- American Frontier
- Twentieth Century America and World War II
- Current Events
- Colorado History

Student Outcomes -- Students Are Expected to Demonstrate the Following:

- Critical and creative thinking skills.
- Understanding of the democratic process.
- Attitudes needed for responsible citizenship in a democratic society.
- How to effectively participate in our political process.
- Appreciation for our American heritage.
- Understanding of important facts and concepts which explain current events.
- Pride in self and in one's country.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Cooper, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: SOCIAL STUDIES III

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Legislative branch of government
- Executive branch of government
- Judicial branch of government
- Contemporary issues - current events
- Two party system - political party action
- National party conventions
- Due process of law and Constitution of the U.S.A.

Student Outcomes -- Students Are Expected to Demonstrate the Following:

- Critical and creative thinking skills.
- Understanding of the democratic process.
- Attitudes needed for responsible citizenship in a democratic society.
- How to effectively participate in our political process.
- Understanding of our legal system and how the system of checks and balances work.
- Personal organizational skills and good student habits.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Cooper, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: FOREIGN LANGUAGE
First Year
Spanish - French

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Control of the sound system (Pronunciation-Intonation)
- Comprehension of material covered
- Correct usage in speech
- Acceptable speed in speaking and writing
- Adapt the language to new and specific situations
- Cultural appreciation and awareness

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Acceptable pronunciation and intonation of the spoken language.
- Comprehend the language which the student has learned to speak.
- Understanding of language which the student has learned to speak through reading and writing.
- Use of language outside the situation in which it was originally learned.
- Awareness and appreciation of the culture of the people who speak the language.

Evaluation of Performance:

Recommendations:

Marian Doggett, Principal
Donald Swisher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES NO

BELMONT JUNIOR HIGH SCHOOL

161

SUBJECT: FOREIGN LANGUAGE
Second Year
Spanish - French

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Control of the sound system (Pronunciation-Intonation)
Comprehension of material covered
Correct usage in speech and composition
Acceptable speed in speaking and writing
Adapt the language to new and specific situations
Cultural appreciation and awareness

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Speak language practiced with acceptable pronunciation and intonation.
Comprehension of the language which the student has learned to speak.
Read and write the language which they learned to speak in class.
Use the language outside the situation in which it was originally learned.
An appreciation of the culture of the people who speak the language.
Consistency in using correctly basic grammatical concepts in speaking.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Donald Swisher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: FOREIGN LANGUAGE
Third Year
Spanish - French

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Control of the sound system (Pronunciation-Intonation)
Comprehension of material covered
Correct usage in speech and composition
Acceptable speed in speaking and writing
Varying the language according to the specific situation at hand
Cultural appreciation and awareness

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Acceptable pronunciation and intonation of the spoken language.
Comprehend the language which the student has learned to speak.
Understanding of original material which incorporates language previously studied.
Correct written expression of concepts which the student has learned to express orally.
Knowledge of grammatical structures practiced through speaking.
Use of language outside the situation in which it was originally learned.
Awareness and appreciation of the culture of the people who speak the language.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Donald Swisher, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 257-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

HELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 1

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

An introduction to mechanical power
Background and theory of engine operation : one-cylinder gasoline engine
An introduction to the field of plastics: planning and completion of a plastics project
Tools, techniques, and safety procedures related to plastics and power mechanics

Student Outcomes -- Students are Expected to Demonstrate the Following:

The operation of the internal combustion engine.
Basic knowledge of the different kinds of power producing devices.
Awareness of the forms and uses of plastics in industry.
Skills in the use of hand and power tools.
Sense of pride in work and self.
Competency to disassemble and assemble a fou[illegible]roke cycle engine successfully.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 2

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

An introduction to the field of sketching, drafting, and hand tool woodwork
Background and theory in how sketching is used in design
Basic concepts and terminology of drafting
Designing, planning, and construction of projects in wood and plastic

Student Outcomes -- Students are Expected to Demonstrate the Following:

Useful sketching techniques.
A design drawn from plans for a product using three views.
The completion of woodwork project.
Skills in the use of hand and power tools.
Correct use of drafting tools.
A sense of pride in work and self.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 3

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

The fundamentals of electricity and basic metal working processes: practical experience in electricity through discussion, demonstration, laboratory experiments, and projects
Job planning, layout, sheet metal, ornamental iron, and welding
Background in metal hand tools and safety

Student Outcomes -- Students are Expected to Demonstrate the Following:

Understanding of the structure of matter and how electricity is produced and utilized.
Basic knowledge of how meters work and how to use them.
Understanding of the basic components of electricity: current, voltage voltage and resistance, circuits, series, and parallel.
The completion of one electricity project and one metal project.
Knowledge of safety and the correct use of metal working tools and equipment.
Learn to work with sheet metal in lay-out, cutting, fastening, and general awareness of oxy-acetylene and electric arc welding.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES -NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: TECHNICAL ARTS 4

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

In depth exploration into the field of woodworking
Introduction to the safe use of the basic woodworking machines and hand tools
Study of space technology

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Skill and safety in the operation of woodworking machines.
Basic knowledge of space programs.
Space vocabulary, abbreviations, symbols, and flight.
The completion of one model rocket.
Plan, design, and construct at least one woodworking project.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Gary Ruthven, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45

BELMONT JUNIOR HIGH SCHOOL SUBJECT: ART 1

Date _____ Number of Weeks Completed:
9 18 27 36

Parents of _____ Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:
Painting, drawing, crafts, ceramics
Design (printmaking), sculpture
Art history, photography

Student Outcomes -- Students Are Expected to Demonstrate the Following:
Basic knowledge of a variety of media.
Proper care and use of materials.
An ability to express one's self through art.
A personal style in art.
Basic knowledge of the techniques used in each unit.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

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FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ART 2

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Painting, drawing, crafts, ceramics
Printmaking, (design) sculpture
Art history and photography

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Basic knowledge of a variety of media.
Proper care and use of materials.
An ability to express one's self through art.
A personal style in art.
Basic knowledge of the techniques used in each unit.
Creativity and imagination in art projects.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: ART I

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:
Painting, drawing, crafts, ceramics
Design (printmaking), sculpture
Art history, photography

Student Outcomes -- Students are Expected to Demonstrate the Following:
Basic knowledge of a variety of media.
Proper care and use of materials.
An ability to express one's self through art.
A personal style in art.
Creativity and imagination in art projects.
Basic knowledge of the techniques used in each unit.
A finished presentation of art work.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Judy Liedike, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 257-1393 between 7:45 and 8:45 a.m.

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: HOME ECONOMICS 1,2,I

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

The rights and responsibilities of a consumer in our society
Pattern reading and elementary sewing techniques
Human Relations: friends, family, self
Child care and understanding pre-school children
Interpret and applying recipes
The importance of good dietary habits
Housing and home furnishings

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Understanding of basic needs and characteristics of pre-school children.
Design a room which compliments the life style of an individual.
Good working relationship with fellow students.
Construct a minimum of one garment using a commercial pattern.
Efficient planning and preparation of foods.
Understanding of the rights and responsibilities of the consumer.
Sound application of instructions and pride in work.
Awareness of how to use leisure time effectively.

Evaluation of Performance:

Recommendations:

Moran Doggett, Principal
Diane Tribbett, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

HELMONT JUNIOR HIGH SCHOOL

SUBJECT: TYPING

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Technique
  - Posture at typewriter
  - Position of hands
  - Eyes on copy
- The keyboard and basic operations of typewriter
- Problem work on letters, centering, short themes, tabulations

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Proper technique by sitting at typewriter in proper position and by typing without looking at keys.
- Letters typed in proper form.
- Centering copy horizontally and vertically and related problems.
- Reasonable amount of speed and accuracy depending on one's ability.
- Application of typing skills for personal use.

Evaluation of Performance:

Words per minute _____
Errors per minute _____

Recommendations:

Maran Doggett, Principal
Linda Bohm, Teacher
Diane Tribbett, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 257-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: INSTRUMENTAL MUSIC
Band - Guitar

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Skill development
- Appreciation of variety of music
- Rhythmic patterns and scales
- Value of regular home practice
- Care and tuning of instrument

Student Outcomes -- Students Are Expected to Demonstrate the Following:

- Appreciation and enthusiasm about music; use musical self expression with pride and understanding.
- Correct posture and breathing methods to aid good tone quality.
- Perform various scales and scale patterns.
- Play with proper style and volume.
- Care of instrument, music, and equipment.
- Use the symbols of music, note names and values, rhythmic patterns, key signatures and time signatures, and other musical terms.
- Noticeable improvement in playing skills through required home practice.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernest Maglischo, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: VOCAL MUSIC

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

- Vocal technique
- Skill in musical reading
- Interpretation and expression of music according to the style and text
- Skill in listening techniques, through ear training exercises

Student Outcomes -- Students are Expected to Demonstrate the Following:

- Sing with good tone quality, correct posture, correct breathing, good diction, good phrasing and musical understanding.
- Appreciation and enjoyment of all types of music.
- Understanding and use of the symbols of music, note names and values rhythmic patterns, dynamic terms, key signatures and time signatures through music.
- Application of what they have learned in performance activities.
- Noticeable improvement in singing skills.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernest Maglischo, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: GENERAL MUSIC

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Variety of musical forms
Chords, scales and rhythmic patterns
Rhythm, harmony, and melody
Basic performance skills, vocal, and instrumental
Basic writing skills

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Differentiate between various musical forms
Use correctly, chords, scales, time and key signatures, notes and rests in the writing of music.
Sing and play simple music exercises using syllables, numbers, letters, with voice and recorder.
Enthusiasm for music
Write simple melodies with proper harmonies.
Develop listening through interval work

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Ernest Maglischo, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: PHYSICAL EDUCATION
(1, 2, 3, I, II, III)

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Major Areas of Study:

Male
Individual: gymnastics, physical fitness, wrestling, tennis, golf
Team: soccer, eng. football, basketball, softball, volleyball, field hockey, flicker ball

Female
Individual: physical fitness and appearance, tennis, golf, bowling, badminton, ping pong, modern dance
Team: field hockey, soccer, speedball, gymnastics, volleyball, basketball, softball, track

Student Outcomes -- Students Are Expected to Demonstrate the Following:

An appreciation of physical activities through realizing physical and mental benefits (fun through being healthful).
Improve fundamental physical skills, coordination, strength and endurance.
A working knowledge of rules and regulations of recreational and competitive sports for any season.
Cooperation and good sportmanship with team members, opposing teams, teacher, and peers.
Self-confidence in physical ability and desire for self-improvement.
Use of activities to be used during leisure time for enjoyment and good health.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Robert Finan, Teacher
Judy Cooper, Teacher

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 257-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO
(Circle One)

BELMONT JUNIOR HIGH SCHOOL

SUBJECT: STUDENT ASSISTANTS

SPECIFIC AREA: _____

Date _____

Number of Weeks Completed:
9 18 27 36

Parents of _____

Grade Level 7 8 9

The following is an evaluation report on your child's performance. Major areas of study and student outcomes are outlined below to help parents understand what is being taught and why.

Student Outcomes -- Students Are Expected to Demonstrate the Following:

Good habits in being punctual and efficient.
Awareness of the importance of making a pleasing impression on the public.
Success in carrying out instructions.
Individual initiative and pride in self.
Pride in personal appearance.
Good working relationship with people.
Service to school and community.

Evaluation of Performance:

Recommendations:

Maran Doggett, Principal
Dale Anderson, Assistant Principal

_____
Teacher's Signature

Special Note To Parents: Please contact this teacher if you would like to discuss this evaluation or the general progress of your child. Call 237-1393 between 7:45 and 8:45 a.m.

FINAL REPORT: YES - NO

BIBLIOGRAPHY

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